THIRTY-FOURTH ANNUAL REPORT

UPON THE

ONTARIO INSTITUTION

FOR THE

Education of the Blind

BEING FOR THE YEAR ENDED 30TH SEPTEMBER

1905

[UNDER THE EDUCATION DEPARTMENT]

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WITH THE COMPLIMENTS OF

HERBERT FAIRBAIRN GARDINER

PRINCIPAL

WARWICK BRO'S & RUTTER, Limited, Printers,
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APPENDIX K.—THIRTY-FOURTH ANNUAL REPORT OF THE ONTARIO INSTITUTION FOR THE EDUCATION OF THE BLIND, BRANTFORD.

BEING FOR THE YEAR ENDED 30TH SEPTEMBER, 1905.

Hon. R. A. PYNE, M.D., LL.D., *Minister of Education*:

SIR,—I have the honor to transmit herewith the Thirty-fourth Annual Report upon the Institution for the Education and Instruction of the Blind, at Brantford, for the year ended 30th September, 1905.

I have the honor to be,
Sir,
Your obedient servant,

H. F. GARDINER,
Principal.

BRANTFORD, October, 1905.

THE INSTITUTION FOR THE EDUCATION OF THE BLIND.

In presenting the thirty-fourth annual report of the Ontario Institution for the Education of the Blind, I beg to refer to the appended reports of the Literary and Musical examiners, Mr. S. F. Passmore and Mr. W. E. Fairclough, respectively, who have given in detail their opinions of the work done by the teachers during the year, and of the results accomplished. Mr. Passmore found among the blind pupils "intellects as clear and minds incited by as lofty ideals as are possessed by any other persons;" he credits the pupils with "earnestness and application," and their teachers with "faithful perseverance and sympathy," while further commending the "order, discipline and deportment of the pupils." He did not look for perfection and he did not find it, but his enthusiastic language indicates that he was more than satisfied with what he found. There is no attempt in the Institution to produce a few "show pupils" to excite the amazement of visitors, and allow them to carry away the impression that the brightest and best are fair samples of the whole. On the other hand, the teachers understand the necessity of giving most attention to the mediocre and the dull, and sometimes they have to wait long for encouraging results. Mr. Passmore's suggestions about the teaching of Latin and the adoption of another spelling book will be carried out. Mr. Fairclough did not find the pupils' work at the organ as good as their piano work, but he expresses satisfaction with the records of O. I. B. pupils in the Toronto College of Music examinations and he has a good word for the vocal class. When he sums up by saying that the general "results obtained compare favorably with those of other teaching institutions where the pupils have all their faculties," no more could be asked or expected, for in the study of music, as in everything else, the blind

pupil labors at a disadvantage in comparison with the pupil who can see, and the teacher's work is correspondingly onerous.

As will be seen by the Physician's Report, pupils and teachers enjoyed exceptionally good health throughout the year, which fact was a cause of devout thankfulness and aided greatly in the production of recorded results.

I have embodied in this Report not merely the record of the year's operations in connection with the school and its surroundings, but also information gleaned from the reports of Blind Institutions in the United States, and from various other sources, which may be found useful in the improvement of the Ontario Institution, and which will be instructive to members of the Legislature and others interested in the welfare of the blind. While there is competition among the different Institutions in the endeavor to excel, there is no spirit of monopoly or idea of secrecy. Every plan that has been tested and found good is made public for the general benefit, and the flattery of imitation is invited. Thus one learns from the experience of all. A case in point: The idea of providing workshops or "homes" for the adult blind has been suggested from time to time in Ontario, and has been tried in Pennsylvania and Wisconsin, as well as in several European countries. The New York Legislature is making inquiry into this subject by means of a special commission, and the first report of that commission, of which a summary will be found in these pages, is nearly as useful and instructive to the legislators at Toronto as to those at Albany. The problem of enabling the blind to earn a living and making them independent of assistance is yet unsolved.

The attendance at the Ontario Institution is practically unchanged, notwithstanding the discovery of quite a number of children in the Province who should be enrolled as pupils. It takes protracted argument to bring many parents to a state of mind in which they are willing to entrust their afflicted children to the care of strangers. On the other hand, care and firmness have to be exercised to keep out of the Institution persons who, on account of imbecility, incorrigibility or advanced age, are undesirable as pupils, and for whom their friends would like to use the Institution as an asylum. There is another class, eligible in every respect, except that they have no friends to stand *in loco parentis*, to provide clothing and travelling expenses, to take care of them during vacations, and to receive them at the end of their school life. In the State of Washington, legislation has been enacted which throws the responsibility in such cases upon the county councils, which were probably as slow there as here to take voluntary action involving expense.

The transfer of the control of the Institution, at the beginning of the calendar year, from the Provincial Secretary's Department to the Department of Education was accomplished without friction or difficulty. Among other beneficial effects of the change, we may now hope that the public will be educated up to a knowledge that the Institution for the Education of the Blind is not a "Blind Asylum," but a school.

Attendance.

The total registration of pupils in the session of 1904-05 was 122, as against 121 in the session of 1903-04; at the opening on September 28th, 1904, there were 104 pupils as compared with 103 at the opening of the preceding session; at the close 107 as compared with 109. Of the fifteen pupils who were present during a part of the session, but did not remain until the end, one (male) was taken home because his mother missed his company, two

(males) were averse to work, three (males) left to obtain employment, one (male) became ill, one (male) was taken away by his parents who were removing to England; two (females) did not return after the Christmas holidays, one (female) became homesick after a few days in the Institution, and four (females) went home on account of illness.

Of the 107 pupils who were present at the end of the session, there were forty-seven males and sixty females.

The number of pupils in attendance at the opening on September 27th, 1905, was 107, as compared with 104 at the corresponding date in 1904, and 107 at the closing of the school term on June 21st, 1905. Of those in attendance at the end of the last term, 85 have returned; six former pupils, who were not here at the close of last term, have come back, and sixteen new pupils have been enrolled. The absence of the twenty-two who have not returned is thus explained: —

Graduated.	Male.	Female.	Total.
In piano-tuning	2	.....	2
In music (artists' diploma A.T.C.M.)	.....	1	1
In literary class (one in industrial)	.....	2	2
Other causes.			
To secure employment	2	1	3
Domestic requirements	2	5	7
Temporary detention	2	5	7
	8	14	22

Of those classified as temporarily detained, three returned to their classes early in October.

The ages of the new pupils are as follows: —

Males.		Females.	
Thirty-eight years	1	Thirty-one years	1
Seventeen years	1	Twenty years	1
Fifteen years	3	Nineteen years	1
Fourteen years	2	Eighteen years	2
Twelve years	1	Sixteen years	1
Eleven years	1	Fourteen years	1
Ten years	1	Thirteen years	1
Nine years	1	Ten years	1
Seven years	1	Six years	1
	12		10
			12
			22

The male pupil aged 38 was re-admitted after a few weeks' absence at the close of the last term.

A casual reading of any recent report of this Institution might lead to the inference that the attendance has decreased during the last score of years more than it really has. The reports being made to cover the year ending September 30th, the figures of attendance in the tables at the end of the book necessarily include all the pupils of one term and the new pupils of the next term, because the school opens, after the long summer vacation, a few days before September 30th. Thus, while there were actually 122 pupils enrolled in the session of 1904-05, the enrollment for the year from October 1st, 1904, to September 30th, 1905, was 141. Similarly, the maximum attendance at any one period in the session of 1881 was 179, and total enrollment in that session was 189, though the attendance for the year from October 1st to September 30th is tabulated at 201.

There is gratifying reason to believe that blindness is not so prevalent as formerly, when the physicians and nurses were less well informed and perhaps less careful. But there is another reason why the attendance at the Ontario Institution for the Blind reached its maximum more than a score of years ago. The Institution was opened for the reception of pupils in 1872. For the next eight or ten years new pupils were steadily added, but very few left the school. At the end of that period, and ever since, about as many have finished their course each year, and gone away, as have been enrolled as new pupils. At the present time there are probably thirty children of school age with defective sight in the Province who ought to be in the school, but whose parents for various reasons will not consent to send them. The policy of the Department, based upon the experience of the last thirty years, is to discourage the admission of adults, except under very exceptional circumstances. Had that been the policy twenty years ago, it is doubtful if the attendance then would have been larger than it is now.

Looking for New Pupils.

Acting in co-operation with Principal Mathison, of the Institution for the Education of the Deaf and Dumb at Belleville, and with the permission of the head of the Department, we sent out in the month of March, to the nine thousand school teachers and township clerks of Ontario, copies of the *Canadian Mute*, containing illustrated articles descriptive of the two Institutions, also envelopes containing circulars and addressed postal cards, requesting information concerning children of school age with defective sight or hearing. Nearly 2,500 of the postal cards were returned, most of them stating that no blind children could be found, some expressing sympathy and admiration for our work, and about 75 giving the names and addresses of possible pupils. To all of these, letters were sent, with application blanks enclosed, together with pamphlets about the school, and in several cases personal visits were made by members of the staff.

It would have been far more satisfactory if a larger proportion of the teachers had responded, as it takes a deal of correspondence and not a little time to convince some parents of the advisability of sending their children to a school like this. I gratefully acknowledge the kindness of those who promptly made inquiries and conveyed to me the required information.

Home Training.

In my correspondence with parents, and in my visits to the homes of blind children, I have found great reluctance to let the children leave home, not

mere infants only, but children of ten to fifteen years old being considered too young to go among strangers. This idea, based upon parental love and anxiety, is natural and entitled to respect, but it is the duty of the parent, and not that of the child, to reason the matter out, and to decide that it is better to suffer the wrench of separation than to have the child grow up in ignorance. When the child approaches manhood or womanhood, it will naturally dislike to go into classes with infants, and the lost years cannot be recovered. I recited in last year's report a number of things which blind children might be taught with advantage at their homes before coming to school, and as this subject is of great importance, I quote from the Boulder, Montana, *Rocky Mountain Leader* the following article by Max W. Voss on Home Training for the Blind:—

"It has only been within the past few generations that the education of the Blind has been considered a necessary feature in completing the educational system of the world. Previous to this period the position of the blind as regards the social and industrial world was one of degradation, neglect and obscurity. Homer and Milton, though ranking pre-eminently in advance of their age, were not sufficient factors to interest their Governments in advancing the condition of the blind, and it was left for a modern civilization and a later generation to lay the foundation of this great work. To-day every representative nation of the globe and nearly all the States of our Union have equipped the most modern and up-to-date schools for the blind. Gradually but surely the teachers of this profession are increasing the courses prescribed in the curriculums of these schools, until they now are placed on an equal basis with the best High Schools of the country.

"The work is advancing, and yet at times it is seriously retarded by the lack of training before entering the schools. The physical development of a normal child is the result of a natural growth and it begins with the earliest efforts of the child and continues until the body reaches maturity. As an infant it creeps for the object it desires, and as the limbs grow stronger it does what it sees others do. Its action is the result of imitating.

"The problem with which we have to deal is of quite a different nature and requires a more complicated method for its solution. The child deprived of one of the five senses necessarily demands a greater amount of attention than one in possession of all his faculties. This training or development should begin at home and the members of the family should consider themselves directly responsible for its growth. If a child is backward, then teach him independence and self-reliance. From the earliest possible period he should be taught how to dress himself and also the use and care of clothing. The latter is a fact sadly neglected among the blind. He should be taught the proper use and care of the seven handicraft tools, such as the hammer, the saw, the rule, etc. Whenever an occasion of playing with other boys in the rougher out-of-door games presents itself, he should never fail to avail himself of this opportunity. The girls should be taught how to sew, both by hand and machine, to cook, to wash dishes and set tables, and to do all of the domestic forms of housekeeping. The child should be taught how to dance, so that the body may become agile, supple and graceful. I believe every blind child should be taught the art of dancing. I may of course be criticized for advocating this theory, but if dancing were taught with the view of strengthening and beautifying the body, time could not be more profitably spent than in this work, notwithstanding the different ideas or opinions some of the learned men of the day may have in regard to this subject.

"But the physical training of a blind child is not alone sufficient to assure a successful career. A sound mind in a sound body was the theory of the

old Greeks and that theory holds good down to the present time. There is a mistaken belief, among the parents of these children, that because of their blindness their every whim and caprice should be gratified without regard to the injury that may result from this treatment, a mistaken love that should be guarded against. Train them to be independent and self-reliant, and when backed by common sense there can be no greater stimulant for success. Too often we find among the pupils of our schools those who are weak both in mind and body, a result due wholly to a neglect in their early home training,—boys and girls who are of no practical benefit to society and who in time will become burdens to the state. This is a fact to be deplored, and when we believe that from the same material might have been made young men and women who would be an honor to their families, a credit to the community and a benefit to society, too much attention cannot be given to the early home training of the blind. The home is the kindergarten of the world and the mother is the teacher."

Changes in Staff.

Mr. J. A. Hayter resigned his position as Instructor in Piano Tuning on December 31st, 1904, on account of ill health. Mr. Thomas Usher was appointed to succeed him.

Mr. T. Truss resigned his position as Trades Instructor on May 1st, 1905, to take effect on August 1st succeeding. At the time of writing the position has not yet been filled.

Mr. George A. Ramsay was appointed Supervisor of Boys and commenced his duties in that capacity on October 1st, 1905.

Examinations.

The annual examination of the literary classes was conducted by Mr. Samuel F. Passmore, Classical Master in the Brantford Collegiate Institute, who spent five full days among the pupils, four of which were devoted to the examination. Mr. Passmore's report is appended, and attention is also drawn to his remarks at the closing concert, elsewhere reported. While embarrassed by his unfamiliarity with the methods of teaching the blind, Mr. Passmore became deeply interested in the work he was called upon to inspect, and his report shows an intelligent comprehension of the difficulties, as well as a gratifying appreciation of the successes, of the teachers. I would suggest that, when it is possible to do so, the same examiner should be appointed for at least three consecutive sessions. In that way a better idea of comparative progress can be formed.

Musical Instruction.

For the fifth time Mr. W. E. Fairclough, of the Toronto College of Music, acted as examiner of the pupils in Music, of whom he found fifty remaining at the close of the session, several having been called away by illness and other causes before the examinations began. His report will be found on another page. The Toronto *Globe* of April 14th, 1905, contained the following reference to the performance in that city of the graduate of this year:

"A very interesting piano recital was given in the Hall of the Toronto College of Music last evening by Miss Mary Williams of the Ontario Institu-

tion for the Blind at Brantford. Though quite without the precious gift of sight, Miss Williams succeeded in giving a creditable rendering of a long and difficult programme, including such numbers as the Schubert Impromptu, Op. 142, No. 2; Schumann's 'Nachtstuck,' Chopin's 'Berceuse,' and Impromptu Op. 29, and Beethoven's Sonata, Op. 27, No. 2 ('Moonlight'), besides several other compositions by Raff, Nevin, Pierne and Liszt. The performance of piano classics of such a character, with not only a beautiful clearness of tone and touch, but in a manner displaying taste and intelligent conception of the works under her attention, must have been very gratifying to the friends of Miss Williams, and to her teacher, Mr. Ernest A. Humphries, the Musical Director of the Institution for the Blind. The assisting performers were Miss Alvina Springer of Guelph, pupil of Dr. Torrington, and Miss Josephine Sheppard, of the School of Expression, both of whom delighted the audience with their selections."

The following is the list of successful O. I. B. pupils in the Toronto College of Music examinations, June, 1905:—

Associate Toronto College of Music (A.T.C.M.), First Class Honors, Miss Mary Williams.
Third Year Piano, First Class Honors, Miss Hester Ponting.
Second Year Piano, Second Class Honors, Miss Grace Kight.
Second Year Piano, Second Class Honors, Miss Anna Victoria Thomson.
Second Year Piano, Pass, Herbert Treneer.
First Year Piano, First Class Honors, Miss Ethel Peterson.
First Year Piano, Second Class Honors, Charles Duff.
First Year Piano, Second Class Honors, George Skinkle.
First Year Piano, Second Class Honors, Albert Fall.
First Year Piano, Second Class Honors, Cameron Allison.
Second Year Theory, First Class Honors, Miss Mary Williams.
First Year Theory, Second Class Honors, Herbert Treneer.

Entertainments.

The entertainments by and for the pupils were as numerous and popular as usual. The following report of the Christmas Concert appeared in the Brantford *Expositor* of December 21st:

"The popularity of the Christmas concerts at the Institution for the Blind was evidenced last evening in a marked way by the attendance of a very large audience, who filled the institution hall to the doors. That such a number of people should go such a distance on so stormy an evening must be accepted by those in charge of the concert as a very great compliment. The hall was gaily decorated with flags and wreaths in a most effective Christmas style, and formed a bright setting for the interesting work of the very apparently bright and happy pupils.

"In welcoming the friends to the school, Principal Gardiner also extended a hearty invitation to them to visit the institution during school hours instead of at times when the work of teaching was not in progress. He also reminded the audience that though the programme was largely composed of musical numbers, still music was but one branch of the institution work, and that the common school education necessarily received first attention, as is required in any school for young people.

"The programme, which was composed of bright numbers throughout, and possessed the added virtue of brevity, no encores being allowed, was as follows:

Organ—"Christmas Offertory" ..... *Jules Grison.*
MARY MACDONALD.

Recitation—"Six Little Turkeys" .....
MARY CUNEO.

Part Song—"Vesper Bells" ..... *Bonheur.*
CHORAL CLASS.

Piano Duet—"Christmas Happiness" ..... *Mendelssohn.*
HERBERT TRENEER AND CHARLES DUFF.

Recitation—"Our Christmas" .....
WINIFRED DAVISON.

Piano Solo—"Valse Brillante" Op. 34, No. 1 ..... *Chopin*
HESTER PONTING.

Two Part Song—"The Angel's Gift" ..... *Cotsford Dick.*
CHORAL CLASS (Girls).

Two Pianos—"The Dragon Fighter" ..... *Hoffman.*
VICTORIA THOMSON AND GRACE KAY, ALICE STICKLEY AND CATHARINE CURRY.

Recitation—"While Shepherds Watched their Flocks by Night" .....
IRENE FOX.

Part Song—"Song" from "Love's Labor's Lost" ..... *Nevin.*
CHORAL CLASS.

Piano Solo—(a) "Love Dream" No. 3 ..... *Liszt.*
(b) "Impromptu" Op. 29 ..... *Chopin.*
MARY WILLIAMS.

Recitation—"The Little Maid's Sermon" .....
ETHEL MCQUADE.

Anthem—"O Gladsome Light" from "Golden Legend" ..... *Sullivan.*
CHORAL CLASS.

"Overture to 'Rosamunde'" ..... *Schubert.*
Piano.—MARY WILLIAMS AND GERTRUDE COLL. HESTER PONTING AND GRACE KIGHT.
Organ—MARY MACDONALD.

God Save the King.

"In an array of numbers covering such a wide range it would be almost impossible to select any of superior excellence. The recitations were all marked by that distinctness of enunciation and characteristic attention to vocal inflection which is always a feature of these concerts. In the musical numbers especial mention might be made of the work of Miss Mary Macdonald at the organ, and of the brilliant performance by two small boys, Masters Treneer and Duff, of their piano duet. The concerted pieces were also delivered in a manner which apparently delighted the audience, the closing number, Schubert's Overture to Rosamunde, rendered by five girls on two pianos and the large pipe organ, being unquestionably the crowning effort of the evening.

"The singing of the choral class is possibly the most entertaining feature of institution concerts, and last night they very ably maintained their splendid reputation. The work of the class is especially remarkable for good tone, spontaneity of attack and attention to phrasing and shading; their work last night would compare most favorably with the best trained choirs, and was notably excellent in their rendering of a "Song" from "Love's Labor's Lost," by Nevin, and "O Gladsome Light," by Sir Arthur Sullivan.

"In fact, the whole concert was remarkable for its excellence and brightness, and reflects great credit upon Principal Gardiner and his able assistants."

The Christmas Tree entertainment was held on December 26th, and it was thus described by the newspaper next day:

"The pupils at the Ontario Institution for the Blind, who were unable on account of distance or other considerations to spend the holidays with their friends at their homes, enjoyed a Christmas Tree entertainment last night. The concert decorations had been left up in the Music Hall from last week, and the good taste of Mrs. Kirk, Misses Lee and Haycock was shown in the arrangement of the ornaments and presents on the tree. First, an impromptu concert programme was given, consisting of piano solos by Herbert Trencer, Irene Fox, Grace Kight and Mary Hicks; mouth organ solo by John McDonald; violin solo by Alex. Forbes; songs by John McDonald, Anna Mulligan, Matilda Sauvé, Joseph Boudreault, Ovila Daniel —the last two in French; recitations by Harry White, Orville Frayne, Roy Goldie, Marie Sprengel, Ethel Squair, Harriet Hepburn, Nellie Catling and Beatrice McCannan. All did well, but especial applause was given to the little ones who made their first bow before an audience. The distribution of the gifts followed, and all seemed highly delighted with what Santa Claus had brought. Several friends of the pupils and teachers honored the occasion with their presence."

On March 9th the pupils were favored with a visit from the Canada Club, of Brant Avenue Methodist Church, accompanied by the pastor, Rev. Mr. Harvey. The Club members debated the question, "Resolved, That a continuance of the policy of Free Trade is not in the interests of Britain." The debaters on the affirmative were Messrs. Doherty, Matthews, Hartley and Durkee, while those who upheld the negative were Messrs. Ranson, Wood, Williams and Davies. The judges decided in favor of the negative. Before and after the debate, which was most interesting, several of the pupils gave musical selections, and at the conclusion cake and coffee were served by the matron and her staff in the dining room. The Principal thanked the young people for their visit, and he remarked that he had often wondered why the good people of the city were so seldom moved to do anything for the entertainment of the pupils, until it had been suggested to him that perhaps they were waiting to be invited. He would be glad to have many such visits.

On March 18th Messrs. James F. Egan and Fred. Jenkins, of Hamilton, who had been singing on the previous evening at the St. Patrick's Society concert in the city, made an informal visit to the institution and delighted the pupils with their songs. They promised to repeat the visit, bringing with them other capable musicians.

On March 27th the Principal, on the invitation of the Young Men's Union—an organization of pupils for mutual improvement—gave a lecture in the music hall on "Ontario Place Names." William Ryan acted as chairman.

The so-called Willow Concert was held on April 18th. Mr. Humphries manipulated a phonograph kindly loaned for the occasion by Mrs. B. C. Bell, the result being very amusing.

On May 1st the Young People's Society of St. Jude's (Church of England) church gave an entertainment to the pupils, Rev. Rural Dean Wright occupying the chair. There were vocal solos by Misses Wright, Miss M. Raymond, Miss C. V. Williams, Messrs. F. H. Adams and W. Scace; duets by Misses Wright and McKay, and by Misses Raymond and McKay; piano and organ selections by Misses Nichol, Raymond, McKay and others—an admirable programme throughout. The visitors partook of refreshments,

and spent a social half hour in the teachers' parlor after the concert, and promised to come again.

On May 16th the Young Men's Union of the Institution gave an entertainment, with Mr. John Gray in the chair. This Society admits to its membership all male pupils over fifteen years of age, and its programme of recitations, dialogues and vocal and instrumental music was prepared without assistance from the teaching staff. The result was quite satisfactory.

Closing Concert.

The closing concert of the session took place on the evening of June 19th. It was thus reported by the Brantford *Courier*:

"'Better than ever' was the verdict of the large audience that filled the music hall of the Ontario Institution for the Blind last night, to listen to the concert given by the pupils in connection with the closing of the session. The Principal welcomed those who had come out on such a warm evening to testify their interest in the welfare and progress of the pupils, and he spoke at some length on the work that had been accomplished during the year, and of the plans for improvement in the future. There had been no dangerous illness, and, with the blessing of good health, pupils and teachers had been able to do hard and steady work, without which the institution would fail of its intention. He spoke of the transfer of control of the Institution from the Provincial Secretary's Department to the Department of Education, and regretted the inability of Hon. Dr. Pyne, the Minister of Education, to accept the cordial invitation that had been sent to him to be present. Not only on account of the concert, and to meet the good people of Brantford, would he have been glad to have the Minister of Education present, but he also had an idea that if the Minister saw for himself the beauty of the Institution grounds in leafy June he would think twice before consenting to have the grounds mutilated. In his (the Principal's) interviews and correspondence with the head of the Education Department, he had received every assistance and encouragemnt, for which he felt grateful, and he also had occasion to thank the friends in Brantford who had entertained the pupils in various ways, thus relieving the monotony of their lives and putting them in closer touch with the world. He hoped that the relations between the school and the city would be even more intimate and cordial next year.

"The conduct of the programme was then handed over to Mr. Humphries, the musical director, under whose management the various numbers went off very smoothly. Notwithstanding the oppressive heat the audience listened most attentively to the performance of the pupils, and rewarded them with liberal applause. It had been, very evidently, the ambition of the musical department to present as many novelties as possible, and this desire was realized in a most successful manner. Several of the selections were quite new to a Brantford audience, and at least one number, the final concerted piece, 'Pomp and Circumstance,' by Sir Edward Elgar, had never been previously performed in Canada in the form presented. Solo numbers were the exception, only two appearing on the lengthy programme; both of these, however, are entitled to special remark for the splendid manner of their performance. These were the Wely 'Offertoire' for the organ, played by Miss Hester Ponting, evidently an organist of most promising ability, and the Concerto in E Flat Major, by Mozart, for piano with orchestral accompaniment. By the playing of this Concerto, Miss Mary Williams completed her arduous course for the degree of Associate of the

Toronto College of Music, and to say that she acquitted herself with exceptional credit would be but mild praise.

"Dr. Torrington conducted the orchestra, which was augmented by the pipe organ, and he was delighted with the clear playing of the soloist, and the precision with which she took up the piano parts after the orchestral 'tutti.'

"The singing of the Choral Class is always a delightful feature at these concerts, and Monday evening the chorus seemed to be fully up to their old-time standards, though much of the vocal material was of recent acquisition. One selection must be given special mention, namely, the Dutch Lullaby, 'Wynken, Blynken and Nod,' by Nevin. This was a decided novelty, including a soprano obligato solo and a four-hand piano accompaniment, and was sung with beautiful tone and expression.

"Four recitations were presented by as many junior girls, who certainly acquitted themselves with splendid credit to their teachers. The audience very apparently appreciated the clearness of the reciters' enunciation, and their power of vocal genuflection. Miss Irene Fox, in 'The Volunteer Organist,' probably made the hit of the evening as far as the recitations were concerned.

"Following is the programme in its entirety:

Organ—"Offertoire" ..... *Wely.*
HESTER PONTING.

Part Song—"Evening Song" ..... *Franz Abt.*
CHORAL CLASS.

Recitation—"Rover in Church" ..... *Anon.*
GERTRUDE JAMES.

Military March—"Parade Review" ..... *Englemann.*

Three Pianos—HORACE VALIANT AND GEORGE SKINKLE, CAMERON ALLISON AND ALBERT FALL, CHARLES DUFF AND FRED. JOHNSTON.

Part Song—"Wreathe Ye the Steps to Great Allah's Throne" (from "Paradise and Peri") ..... *Schumann.*
CHORAL CLASS (Girls).

Two Pianos—"Slavische Taenze" ..... *Dvorak.*
MARY MACDONALD AND HESTER PONTING.

Recitation—"The Builders" ..... *Longfellow.*
BEATRICE MCCANNAN.

Part Song—"Among the Lilies" ..... *Czibulka.*
CHORAL CLASS.

Piano with Orchestra—"Concerto in E Flat Major." "Andante" and Allegro"... *Mozart.*
MARY WILLIAMS.

Part Song—"Light as Air" (Faust Waltz) ..... *Gounod.*
CHORAL CLASS.

Recitation—"Grumble Corner and Thanksgiving Street" ..... *Anon.*
EMMA ROOKE.

Concerted—"Overture to 'Tancredi' " ..... *Rossini.*

Pianos—EVA JOHNSTON AND MATILDA SAUVE, HERBERT TRENEER AND THOMAS KENNEDY.
Organ—MARY WILLIAMS.

Part Song—"Wynken, Blynken and Nod" (Dutch Lullaby) ..... *Nevin.*
CHORAL CLASS.

Recitation—"The Volunteer Organist" ..... *S. W. Foss.*
IRENE FOX.

Concerted—"Pomp and Circumstance" (Military March) ..... *Elgar.*

Pianos—ANNA THOMSON AND CATHARINE CURRY, ALICE STICKLEY AND GRACE KIGHT, GRACE KAY AND GERTRUDE COLL.
Organ—MARY MACDONALD.

God Save the King.

"At an appropriate interval the Principal introduced Dr. F. H. Torrington, Director of the Toronto College of Music, who spoke in terms of

high commendation of the success of the pupils, as shown by their examination papers and the examiner's notes, which Mr. Fairclough had permitted him to see, and he said his pleasure in visiting the O.I.B. increased as the years rolled round. It did him good to find men and women in earnest in their work, not sparing themselves, but being anxious for results.

"Dr. Torrington then presented to Miss Mary Williams, of Toronto, the graduate of the year, her well-earned diploma, A.T.C.M., and gave her special praise for her splendid playing a few weeks ago in recital at the College of Music in Toronto. He also presented to their carners the following certificates of progress:

First year piano, first-class honors—Ethel Peterson.

First year piano, second-class honors—Charles Duff, George Skinkle, Albert Fall, Cameron Allison.

Second year piano, second-class honors—Grace Kight, Anna Victoria Thomson; Pass, Herbert Treneer.

Third year piano, first-class honors—Hester Ponting.

First year theory, second-class honors—Herbert Treneer.

Second year theory, first-class honors—Mary Williams.

"At the conclusion of the programme Rev. W. H. Harvey, of Brant Avenue Church, took the floor and, in a few hearty words, expressed his pleasure and satisfaction with the achievements of the pupils, giving special commendation to the performances of Miss Williams on the piano and organ. Mr. S. F. Passmore, Classical Master in the Brantford Collegiate Institute, followed Mr. Harvey, saying that he had lately had occasion to visit the Institution for the Blind, and he could assure those not familiar with the work of the Institution that the literary work was done with as much thoroughness as the work in music, which had just been exemplified. From the kindergarten up every class had interested him.

"Mr. Gardiner thankfully acknowledged the kind words that had been spoken, and the audience dispersed after singing God Save the King."

The attendance of friends from the city at the formal entertainments given by the pupils is all that could be desired or accommodated. The entertainments given to the pupils by the Young People's Societies of St. Jude's and Brant Avenue churches were highly appreciated, and it is hoped that the example thus set will be followed by other city societies and choirs, and by individuals possessed of musical or oratorical talent. Such incidents make a pleasant break in school routine, the pupils gain instruction, the spirit of emulation is excited, and the extension of their acquaintance with seeing people cannot but be beneficial.

The Adult Blind.

In last year's report I presented a number of opinions on the establishment of industrial homes for the adult blind, and as this question is still unsettled, the following items will add to the stock of information of those interested:

The blind Postmaster-General and Political Economist, Right Hon. Henry Fawcett, addressing about two hundred blind persons and their friends at South Hackney, in 1884, a few months before his death, said: "Every day I live, the fact becomes more strongly impressed upon me that by far the greatest service that can be rendered to the blind is, as far as possible, to emancipate them from the depressing feeling of dependence, and this can best be done by enabling them, as far as practicable, to live the same life as others live, cheered by the same associations, brightened by the same hopes,

sharing the same joys. . . . . With regard to those who become blind in after life, the one thing which, above all others, I wish to enforce is, do not take them away from the joys and pleasures of home life, do not keep them in the walls of institutions, do not congregate them together, but let them live as far as possible with those who can see."

The Batavia, N.Y., Daily News of Feb. 1st contained this summary of the report of a special committee appointed by the New York State Legislature: "Albany, Feb. 1. Dr. F. Park Lewis, of Buffalo; Lewis Buffett Carll, A.M., of New York; and O. H. Burritt, A.M., of Batavia, composing the special commission created by a law of 1903 to investigate the condition of the adult blind in this State and to report on the expediency of the establishment by the State of industrial training schools or other institutions, will present its report to the Legislature to-night. Dr. Lewis, who is president of the Board of Managers of the State School for the Blind in Batavia, is president of the commission; Professor Carll, who is blind, and is a noted educator, is vice-president; and Professor Burritt, who is superintendent of the State School for the Blind in Batavia, is secretary. The office of the commission is in Batavia.

"It is evident on glancing at the report that the commission has not been idle, as its findings and recommendations cover 86 typewritten pages, and a perusal of these pages convinces the reader that the commissioners have discharged their duties in a thoroughly conscientious, exhaustive and able manner, and have done work which will be of great value. The commission held seven meetings; studied and analyzed the United States census of the blind taken in 1900; studied the New York City list of blind pensioners; has caused a personal visitation to be made of about one-sixth of the entire blind population of the State, besides calling for expressions of opinion from about 1,000 more; has had correspondence with all county superintendents of the poor in the State and with all institutions for the blind in the United States and Canada, and with many abroad; has given one formal and two informal hearings to the blind and their friends, and has had correspondence and conferences with the chairman of the Massachusetts commission recently appointed for the same purpose. The commission has also, through one or more of its members, personally visited all public and private institutions for the blind in this State, the Connecticut Institute and Industrial Home for the Blind in Hartford, the Columbia Polytechnic Institute for the Blind in Washington, D. C., the Pennsylvania Working Home for Blind Men and the Industrial Home for Blind Women in Philadelphia; the St. Joseph's Home for Blind Females in Jersey City, N.J., the Perkins' Institution for the Blind in Boston, Mass., the Maryland School for the Blind in Baltimore, and the Pennsylvania Institution for the Blind in Philadelphia.

"It was concluded by the commission at the outset that if it would acquire the knowledge necessary to enable it to make wise recommendations, it must first ascertain, so far as possible, what was the general condition of the adult blind in the State, and, second, what public or private measures had already been adopted either in this State or elsewhere to improve the condition of the adult blind. The succeeding pages of the report show conclusively that the members went about their task intelligently and systematically, and that during the seven months of their official career they have performed a vast amount of labor which is bound to result in great benefit to the unfortunate people for whose sake it was done. Detailed and interesting reports regarding visits paid to people in their homes and to public and private institutions, formal and informal conferences and cor-

respondence are given in the report, and there are a number of valuable statistical reports covering various phases of the work.

"Conclusions arrived at by the commission are as follows: The blind of the State are in general very poor, and usually have as their nearest relatives persons who are not in good financial circumstances. At least 65 per cent. of them are too old to acquire and follow any industrial occupation, while another and unknown proportion are physically or mentally unsound: In the case of many who are sound long enforced idleness has destroyed the desire to work, and it would require time to overcome their indolence. Most of the blind, especially the women, do not travel far alone, hence they must live near their work, or it must be taken to them. The adult blind of Greater New York apparently are better situated than those of the rest of the State, and do not evince any particular desire for State assistance, but a more thorough investigation might show these seemingly favorable conditions to be in reality no more advantageous than those which prevail in other localities. As a result of a personal visitation to nearly 1,000 blind, and correspondence regarding them, it was found that many of the blind, especially women, are comfortably cared for in the homes of relatives or friends, and it would seem unwise to place such in industrial homes. Experience here and abroad indicates that workshops for adult blind men are better than industrial homes. Many adult blind under existing conditions become wholly or practically self-supporting. The experience of many blind men who have endeavored to follow some trade learned at schools for the blind proves that while the product of their labor would probably be of sufficient value to afford them comfortable support the time consumed in selling it prevents them from gaining support. Adults and children should not be trained in the same institution or under the same management. Some form of manual training for boys should take the place of the industrial training now given in schools. Attempts to combine industry and charity in the same establishment and under the same management have proved in every instance to be, at best, financial failures. While the giving of pensions is the simplest method of aiding those who require financial assistance, it is, in many instances, unwise and demoralizing. With all the deductions previously made, there are still many adult blind who are capable of being taught and of following some trade, for whom suitable provisions should be made.

"Recommendations made by the commission are as follows: The work of personal visitation should be completed for the blind of the entire State. Provision should be made for the industrial training of blind persons over 21 years of age, and, to that end, in Buffalo, there should be established, tentatively in a rented building, one industrial school or school-shop, and as soon as possible manual training should replace the industries now followed in the State School for the blind in Batavia. The blind should be enabled to sell their products to State and municipal institutions. Measures should be taken to determine the causes of existing blindness and such preventive measures should be employed as will tend to lessen future blindness in the State.

"To carry out its recommendations the commision asks that a permanent commission be established and it submits the draft of a bill creating such a commission and outlining its objects. This bill provides for the appointment of a commission of three persons, each to serve three years, without compensation, but to receive allowances for actual expenses. It is further provided that the commission shall complete the work of investigation begun by the special commission, aid worthy adult blind persons by finding em-

ployment for them at home or elsewhere, to furnish material, tools, etc., to the value of not exceeding $200.00 to any one individual, and to establish an exchange for marketing the products of the blind. Provision is made for the establishment and supervision by the commission of one or more industrial training or shop schools. For the year ending December 31, 1904, in addition to the unexpended balance in the treasury of the special commission, the sum of $8,500.00 is appropriated by the bill for the work of the permanent commission.

"There was appropriated for the expenses of the special commission the sum of $3,000.00. The commission reports that it expended $1,468.70, leaving a balance of $1,531.30."

The Kind of Education the Blind Require.

In my report a year ago, considerable space was devoted to the consideration of the problem of suitable and remunerative employment for the blind. The responsibility of those intrusted with the education of the blind is *prima facie* greater than that of those who teach pupils possessed of sight. The latter, even if deaf and dumb, can choose from a wide range of trades, professions and employments, and a plain living can always be obtained by the unskilled labor of a sighted man who has health and strength. The occupations open to a blind man are few in number, and in hardly any of them can he hope to do as well as his sighted competitor. He must be taught in school to do something that has a money value, and if possible a situation must be found for him when he ceases to be a pupil. I mentioned last year that Mr. W. B. Wait, Principal of the New York City Institution for the Blind, took strong ground at the St. Louis Convention against teaching trades in Blind Schools, affirming that the blind youth should be given the same kind of education as their seeing brothers and sisters, and then left to find their vocations. Mr. Michael Anagnos, Director of the Perkins Institution and Massachusetts School for the Blind, contends in his last Report that "Liberal Education is the Need of the Blind," using the following line of argument:

"By reason of their infirmity the blind are seriously handicapped in the race of life. The visible world is annihilated for them, and they are plunged into perpetual darkness, which limits the sphere of their activity within narrow bounds and disables them from the pursuit of most of the occupations in which their fellowmen are engaged. They are out off from some of the higher privileges of the race and are obliged to toil against a flood of difficulties. True, certain manual employments, in which the work of the human fingers is still in use, remain open to them; but these are few in number and eagerly appropriated by seeing competitors. Briefly stating their case, we may say that the blind meet with mighty obstacles in whatever they undertake to do with their hands, especially in those manufacturing enterprises in which machinery is extensively used. Consequently they are shut out entirely from the wide field of varied industries, into which innumerable clear-sighted reapers put their sickles under circumstances infinitely more favorable to themselves than those surrounding the sightless laborers.

"These facts make it evident that it is worse than useless to insist upon carrying on in our schools for the blind the plan of education which was adopted for them at the time of their establishment, and in which the learning of handicrafts and the ability to work at ordinary trades were among the principal features and formed the objective point. We must bear in mind that a radical change has occurred in recent years in our in-

dustrial, economic, social and business arrangements. The old order of things has vanished and has been succeeded by a new one, which is altogether different from its predecessor. We have passsed from an individualistic to a collective type of civilization and have entered upon an era in which sordid selfishness is conspicuous and the thought of others is buried in eternal oblivion. We live in a peculiar age in which an ardent devotion to unrighteous mammon is transformed into a sort of idolatrous worship and the craving for the vulgar display of wealth and for keeping up with the procession of pleasure-seekers amounts to madness. We have entered upon a period of rapacity and absorption in the pursuit of gain, in which the moral sense is threatened with paralysis, while heartless operators and unscrupulous magnates of trusts carry on with impunity the sinister process of gaining absolute control of the sources of supplies that are indispensable to human life and comfort. We are in the midst of merciless times, in which there is no solicitude nor charitable regard for the needs and rights of the weaker members of society and in which the strife for existence is made harder than ever.

"If we consider carefully how the different classes of society are affected by these unusual and, to some extent, unnatural developments, we can easily see that the blind are placed at a greater disadvantage than those whose sight is unimpaired. Indeed, they are the principal sufferers; for while they are utterly unable to join any of the immense manufacturing companies or financial combinations for lack of capital or of assets of any kind, they are at the same time debarred from participating in great industrial occupations and mechanical trades carried on upon a large scale on account of their inability to handle the complicated machinery, which constitutes the principal force and main feature of all such enterprises. Under these conditions they can hardly hope to succeed in obtaining remunerative employment in ordinary workshops; nor is it possible for them to come into competition anywhere with seeing craftsmen, for, if they attempt to do so, they are liable to be pushed aside by the latter.

"Thus the obstacles, which hinder almost all persons bereft of the visual sense from engaging advantageously in handicrafts or from seeking to obtain employment in factories, are insurmountable, and no expedients nor devices of any sort can remove or lessen them. Hence, in our efforts to uplift the blind and equip them adequately to fight the battle of life successfully, there is only one course left for us to pursue, and that is to change front and let 'the bricks fall down and build with hewn stones.' We must persist no longer in wasting our means and exhausting our forces by trying to sail our bark against strongly adverse winds or to penetrate impenetrable barriers. We must follow the path indicated by reason and common sense and turn our attention in a direction which promises to produce better results and is more hopeful than the old one. In other words, all our efforts should be devoted to the development and cultivation of the brain. This should be made the principal object of our work. Instead of giving a prominent place to handicrafts and endeavoring to teach several of them at a great expense of both money and time, we must strive first and above all to increase the intelligence of our pupils, to awaken their insight and to strengthen their judgment, upon which their fortune depends. We must cultivate their minds in a thorough manner and make these batteries of thought, which, according to Emerson, is the seed of action and the means of shaping one's career. We must give them perfect knowledge and mastery of their own inner selves and inculcate in them the spirit of self-reliance and independence and those elements of character which are indispensable

for success in life. All our energies should be brought to bear upon these points. It is only through the adoption of a broad scheme of education like this that we can hope to put down the bars which separate the blind from ordinary society.

"These considerations have led us to pay increased attention to the cultivation of the mental faculties of our scholars and to make this the primary principle and basis of our work. Accordingly our plan of education has been entirely reorganized or reconstructed on a broader and firmer foundation than that of the past and has been brought up to such a degree of completeness as to keep abreast with the times and to meet fully the demands and special requirements of the children and youth who attend our school.

"This system as it is now stands is very comprehensive in its scope and far-reaching in its influence. It does not confine its work within the narrow limits of giving to the blind an elementary knowledge of the ordinary branches of study and of teaching them some music and one or more simple trades, but goes far beyond this. It aims to reach every faculty of the students and to develop every side of their natures—intellect, conscience as an active element of character, the sense of honor, the love of industry, the ability to devise and to do and the desire for independence.

"By this system of education we hope to produce men and women of a fine type, strong, hardy, self-reliant, brave, enterprising, discreet. We purpose to make them capable of reasoning and judging, of thinking and planning, of deciding and executing. We trust to be able to inspire them with the ambition of becoming active, interesting, valuable members of society rather than recipients of charity, which in some instances might be disguised in the form of manual occupations or industrial opportunities. Lastly, we intend to train them to use their powers intelligently and skilfully and to enable them to put themselves in as many relations with their fellow-men as they possibly can.

"In devising or adopting ways and means for carrying on the work of the school in accordance with the best and most approved methods, we never lose sight of the fact that education is a dynamical and not a mechanical process and that it is of the utmost importance to make a close union between the intellectual life and the deeper foundations of the character of our scholars.

"Having become firmly convinced that the destiny of the blind rests entirely upon the breadth of their intelligence and the strength of their character, we are earnestly laboring to provide for our pupils such advantages and opportunities as will enable them to gain these inestimable qualities. For the attainment of this end we leave nothing undone. While we pay due heed to the valuable lessons taught by the history of pedagogy and bring within the reach of the children and youth entrusted to our care the experience of the past and the best products of the human mind, so that they may profit by these, we try at the same time to give them a broad view of the world about them and to make them responsive to all that is vital in the thought and life of to-day. For it is from the ranks of persons educated and trained in this way that will come the strong men and women, who will serve both as examples to their fellow-sufferers and as active agents in leading these to a higher plane of social dignity, moral excellence and economic success."

Labor Conditions.

The ideas presented by Mr. Anagnos, based upon the experience of many years, are entitled to the greatest respect. There is room at the top; but in

every school—for the blind or for the seeing—there are many pupils whom no amount of training can qualify to fill high positions in professional or commercial life. Unless these earn a living with their hands, they will not earn it at all. What provision is made, under the Anagnos system, for the dull ones? The late Mr. H. L. Hall, Superintendent and Financial Agent of the Pennsylvania Working Home for Blind Men, wrote a dozen years ago that "it should be as far as possible the aim of institutions for instruction or education of the blind to send out the least possible number of graduates who will be compelled to make their living at a handicraft. It should be rather to show them other avenues to independence, to teach them business methods and customs, and give special training in anything for which an aptitude is shown." This is the conclusion of a man who had made a life-study of methods to make the blind self-supporting. In his paper read at the Columbian Exposition, Mr. Hall said:

"It is, of course, a truism to say that nothing has more constantly or earnestly engaged the attention of friends of the blind than the search for some trade or calling in which they could engage with a fair chance of self-support. One industry after another has been brought forward, tried and thrown aside; bead-work, mats, baskets, ropes, brushes, nets, mattresses, with a long list of other things, have been attempted, and at some places one or other has been pronounced fairly successful, while at others it is reported as a failure. Is this from inherent defectiveness in the blind? Is it from changed conditions of labor? It goes without saying that a blind man will not be as dexterous in the use of tools, or in manipulating a piece of work, as he would be with the possession of sight. It is also true that institutions will sometimes judge of a trade by the financial results to themselves. Now it is a difficult thing to enforce in an institution workshop the same rigid discipline that exists, as a matter of course, in outside factories. The pupil, as a rule, is engaged in work for only two or three hours in the day, and there is a not unnatural tendency to look on this time as a relaxation from mental labor rather than a training for the important work of life.

"The vacations, necessary though they be, are a loss to the workshop, and a serious hindrance to the future workman, and finally, just as he becomes skilful with his hands, it is time to graduate, and give his place to a new-comer. Necessarily, therefore, the work in an institution shop is on the average that of learners, or apprentices, and the value of the goods in the market will correspond. Instead of there being any surprise that a fair balance sheet in an institution workshop shows a loss, it would be a matter for great surprise if it did not. Education always means expense. It is also an acknowledged fact that the whole tendency of modern times is toward centralized labor. Town after town, and city after city, can be named which are practically huge factories, whose product floods the country, and has swept out of existence the groups of individual craftsmen who fifty years ago were found in every country town and village. Our hats and shoes, carpets, stockings, furniture and crockery come from one or other of these large establishments, and the individual workman is at a great and increasing disadvantage. How can this changed condition of labor be met by a man whom we admit to be defective?

"There are two distinct classes of the blind: The first consists of those born without sight, or who have lost it in early childhood. To those, blindness, although acknowledged as a defect, is a natural condition, they have gained no knowledge from sight, and have, therefore, nothing to unlearn. Experience has come to them unconsciously, and judicious training has

given their other senses a quickness and delicacy that almost compensate for sight, and to their mental faculties, especially memory, a wonderful strength and tenacity. This class is the special province of institutions for the education of the blind. It is for them to develop these minds, supply them with material, discover latent possibilities, train and discipline their powers, and where a special aptness is found, to give such special instruction as will best qualify them for the pursuit in life indicated. From this class come the lawyers, ministers, musicians, mathematicians, teachers, etc. —men occupying honorable positions for which their fitness has been discovered, and whose lives show that blindness is not an insurmountable barrier to a man of determined purpose, but even of this class, the larger number have nothing to distinguish them mentally above their fellows, and must look forward to support themselves in some other way. Is that way necessarily in all cases manual labor? This is a question that can be answered only by the institutions themselves. In our day the tendency in all kinds of business is towards specialization. Large manufacturers are making one class of goods, business firms are known as agents for a single kind of ware. In workshops men spend their lives making one pattern of wheel, salesmen are selected for their knowledge of a particular line of goods. Generally the 'all-around' man is being pushed aside, for the reason that he cannot be equally good in all departments, and business will make no allowance for mistakes. So, too, new trades, as they may be called, are coming forward and finding a footing in our modern civilization. Is it not possible for a young blind man with proper training at the institutions to find a place which he can fill? There are special lines of business calling for quick and delicate senses, such as the preparation of perfumes or the art of coffee-blending. Might not a blind man become an expert teataster, and earn more thousands than the average mechanic does in hundreds? Travellers say that in Japan all massageurs are blind men, and earn a livelihood even in that cheap country. There is a report in newspapers that this experiment has been lately tried in England with satisfactory results, and it might be taken up here also. One would think that the delicate sense of touch would peculiarly fit them for this business, and their infirmity would be not at all to their disadvantage. Especially would such be the case with blind female massageurs, dealing with their own sex, for the business can be learned and practiced fully as well by a woman as by a man. These are merely given as illustrations, that have presented themselves, and would, of course, be practicable only in the larger cities, but a close and intelligent inquiry may find other nooks and corners of special work which could be filled satisfactorily by a blind man, and where knowledge, energy, a good address and perseverance are the requisites.

"After all that can be done, it is clear that the large majority even of graduates of institutions must earn their bread by manual labor, but every one who takes up and successfully carries on some other business becomes a stimulus to those who are still looking forward to their entry into the active world.

"The second class of blind men consists of such as have lost sight later in life, after dependence upon it has become a habit. Whether lost by disease or accident, they find a difficulty in supplying its place by touch, and rarely become reconciled to their disability. They form the large majority of blind workmen. Of course, among them are some with mental as well as physical qualifications which enable them not only to become good workmen, but, with a little training added to their own knowledge of the world, to qualify themselves for more responsible positions; but the

very large majority of those men can look forward to nothing except manual labor for support, and even there they are at a disadvantage. Probably ninety per cent. of those blind from accident have been laborers,—men employed in coal or iron mines, operatives in blast furnaces, rolling mills, etc.—who have earned their living by main bodily strength, and have no aptitude for anything else. They have rarely thought intelligently even about their work, but have merely obeyed orders from their foreman; such men at any trade where dexterity in fingering is called for are awkward and incompetent.

"Of the working blind, then, that is of those who depend upon manual labor, there are what might be called three grades: 1st, graduates from institutions who are not fitted for a profession or some higher form of business; 2nd, such as have lost sight in adult life, and may have considerable mental and physical aptness; and 3rd, the large majority of those adult blind, who are hopelessly slow both in thought and movement. Now to name any trade at which every one of this body of men, so differently qualified, could achieve independent self-support, is clearly an impossibility. What the first grade might do without difficulty would be embarrassing to the second, and entirely out of the question with the third. In one of our large magazines, a few years ago, the fact was mentioned that a young blind man had taken up the business of cleaning and repairing watches, and had built for himself a paying trade. The writer naively wondered why special attention was not given in institutions for the blind to this kind of business, as peculiarly adapted to their delicacy of touch. Now we can all understand how the pupil of an institution, with trained senses and a natural bent for mechanics, may become a skilful watchmaker; but can anyone even dream of a horny-handed miner, or a laborer accustomed to heave at rocks with a crowbar, taking a watch in hand for repairs? Yet the trade that is best for the blind as a class must be one at which all the blind can make their living, and the lowest grade of workmen can learn and practice.

"Such a trade, therefore, must be simple, and the machinery in connection with it not complicated. It must be for a staple article, something in general and constant demand. To set a blind man or woman at making bead-work is purely waste of time. It must be such as to allow the largest margin of profit to labor, and therefore a trade that requires two or three distinct operations is better than where there is but one. It should be near its supply of material, and must be near its market. It would be contrary to sound business principles to set up a rope-walk on a western prairie, and it is as injudicious to introduce a trade into an institution so placed that the local demand will not absorb the product, or for a blind man to learn some craft which is not called for by the people among whom he expects to live. It should be subject to the least possible competition. Competition will always exist, but in one business it will be limited to our own country, while in another it extends over the whole world. Lastly, the demand should be uniform, so that the workmen should be steadily employed. A business that is dull at one time and under high pressure at another is not good for a blind man to learn. As a rule he cannot afford to pile up stock for a future demand. These appear to be necessary conditions for a trade that can be advantageously taken up by the blind, and the question remains, which of those actually taught best fills these conditions? It is hardly possible for any one person to pronounce authoritatively whether a given trade or business is or is not good for all places, or in fact for any point, except that which he himself occupies. Every city

has its own business horizon, and an industry that at one place is fairly profitable may have no existence at another, a few hundred miles away. The practice, therefore, of introducing a trade among blind men in one institution, solely because it has been successful at another, is open to criticism. Are the conditions at both places the same? Is there the same demand, the same cost of material, the same value in the market? An institution in one of our largest cities, in a special report prepared some years ago on the subject of labor, stated that mattress-making had been there maintained successfully for thirty-four years. But that city has an immense hotel-demand and almost as large a call from its steamship trade. The success of this particular employment at such a place is no sufficient reason for its being taken up where similar advantages do not exist. The vital question is not what trades can be learned by blind men; but at which can they have the best chance of making a livelihood, or the nearest approach to a livelihood, at the least possible cost to others? And now, what one of the handicrafts taught the blind will fill the conditions of the most satisfactory trade, as defined above?

"The plaiting of straw as covering for bottles, etc., requires a delicacy of touch which makes it unfit for the adult blind, and the profit to labor is absurdly small.

"Basket-making is open to the same objection to a less extent so far as touch is concerned, but foreign competition keeps the price so low that a blind workman could succeed only in some country place where a supply of willow might be gotten very cheaply, and a demand existed for packing fruit or vegetables.

"The weaving of carpet rags was once a valuable industry. Domestic and foreign factories are now filling our country with their product, not so good in quality, not so durable as the old rag carpet, but infinitely superior in appearance, and at not greatly increased cost.

"Brush-making was some years ago the favorite handicraft in American institutions, but it is one in which the competition is almost ruinous to labor. The stores are selling foreign-made tooth brushes with bone handles and fairly good bristles, which have passed through two or three hands, and paid duties in addition, and the retail price is ten cents. The blind workman must, therefore, confine himself to the common run of goods, where he can work more quickly, and here he is met by machine-made brushes as good as his own, and at a price which leaves him in the large cities little, if anything, for his labor.

"Cane-seating of chairs is another trade that can be favorably mentioned, or rather, it should be qualified as the re-caning of chairs. In the factories where the first work is done, it is in the hands of experts, and the wages are so low as to put competition from the blind entirely out of the question. The re-caning of chairs, after seat and back wear out, gives a fair profit, and may be practiced to advantage away from the factories. The competition is small, there is no machinery of any kind; the material is not expensive, so that the profit to labor is comparatively large, and a blind man, in the smaller towns, may do well if he can join some other trade with it. This would be almost necessary, as the demand for re-caning is not steady, and there would be much idle time.

"Mattress-making should be classed among trades for the higher grades of blind workmen. As a business it is irregular, and sometimes excessive in its demands.

"The making of corn brooms can be learned quickly and all there is of it can be done by blind men. There are three operations, so giving a

large margin of profit to labor. An expert, and even the average workman, can master all these, and, with facilities for selling, support himself at his home; and there is no blind man so slow or awkward who cannot learn quickly two, or at least one, of the operations, and so contribute to his own support in a factory where the work is specialized. The demand is steady, there is no idle time the year round, and no competition outside of our own country."

It will be observed that Mr. Hall mentions massage as a suitable occupation for some blind men and women. In March, 1904, I received a letter from Mr. Arthur Martineau, of New York, an ex-pupil of this institution, asking for a recommendation to be used in connection with the study of massage. Nothing was heard directly from him, except a grateful acknowledgment of the receipt of the testimonial, but I subsequently received from Dr. B. E. McKenzie, Senior Surgeon of the Toronto Orthopedic Hospital, a copy of the following paper on

The Employment of the Blind for Massage.*

(*Boston Medical and Surgical Journal*, April 27th, 1905).

The object of this article is to stimulate interest in supplying the blind with another profitable means of livelihood, massage.

I am not going to take up your time by quoting a mass of statistics in order to show you how many people in the world are blind and so unable to support themselves, nor do I intend to expound either the theory or the practice of massage, but what I do wish is to give you a brief outline of the work which has already been accomplished in training blind masseurs, and to suggest a few ideas, so that some of you may be interested to help.

I had planned to have at this meeting a blind man whom Mr. Hallbeck has been kind enough to teach massage, so that he could show you practically how expert and skilful a masseur a blind man can become, even after a comparatively short and impe fect training. Unfortunately, however, this man, in whom Mr. Hallbeck and I have been interested, is in Canada, sick. I shall, therefore, give you a brief summary of some of the results of teaching massage to the blind in other places and then relate the main facts about his teaching, and tell you how expert he has become.

Many if not most of the efforts directed toward utilizing blind people for giving massage have naturally been stimulated by the custom, which has existed in Japan for a great many centuries, of employing blind masseurs. There, the blind have enjoyed a special protection and indulgence from the emperor. They have been exempt from taxation; they have formed a sort of guild. Practically all the massage employed in Japan is given by the blind. Most of them learn massage when quite young. There, a very complete treatment is within the means of a jinrikisha man or ordinary laborer. A treatment costs a European ten to twenty sen. The masseurs can be found in almost any street of a town and summoned to the person's house, or their services secured at various depots, or at the large hospitals and clinics.

Although this universal custom of employing massage by the blind in Japan has existed for a great many hundred years, comparatively few well-organized attempts have been made in other countries. Most of such

*Read before the Medical Section of the New York Academy of Medicine, by Nathaniel Bowditch Potter, M.D., New York, Attending Physician to the New York City Hospital and to the French Hospital, Consulting Physician to the New York State Hospital for the Insane at Central Islip, Tutor in Medicine, Columbia University.

attempts have been made in quite recent years and a few of them have been reasonably successful.

In Russia, A. V. Goustowsky (Congrès International pour l'amélioration du sort des aveugles à Paris. August, 1900, quoted in Zeitschrift fuer Diaetetische und Physikalische Therapie. 1902. Band v. Heft 2.) mentions that at the time of writing (1900) the only school in Europe where the blind were taught massage was in St. Petersburg. In this school the pupils were taught anatomy, physiology and massage technic.

Dr. V. Naedler, director of the Alexander-Marien Blind Asylum for Children at St. Petersburg, has also attempted to have appropriate blind pupils taught. He regards two years as necessary for the study, and considers it advisable to teach the pupils another occupation as well. Their teacher is a medical student who became blind when studying medicine, went to Japan, and learned massage within two years.

Mrs. Z. I. Venguéroff began teaching massage to the blind in St. Petersburg, May, 1903. She selected a young girl who was born blind, who learned so quickly and became so adept that Mrs. Venguéroff was encouraged to continue her work with the blind. At the time of publication of her article, (quoted from her pamphlet, page 16, on the "Enseignement du massage aux aveugles," 1904,) there were eleven blind pupils at the school. Apparently her results have been very satisfactory. Her exhibition of photographs of the blind pupils at work evoked considerable interest last year at the Congress in Paris.

"The 16th of May, 1903, I was called to a blind patient who had a fracture of the arm. The plaster being removed, I began massage. After having had a long talk with my patient I asked myself if it were not possible to give the blind the possibility of learning massage, in order to make them able to help their fellowmen. I went to the Curator of a Blind Institution and expressed my intention. Soon after a young girl, Miss B., came to me and expressed a desire to learn massage. Miss B. was born blind, but the difficult task that she undertook was facilitated by the extremely developed feeling that she possesses, a feeling that we who see find almost supernatural. After having once been present at the dissection of a corpse Miss B. was able the second time to distinguish the different organs, the muscles, etc. As to the bones of the skull and the face, she could show the very smallest, and astonished the examiners by her answers. The press says of this case as follews: 'Yesterday at the school of massage founded by Mrs. Z. I. Venguéroff took place the first examination of the pupils finishing their course of studies. The pupils knew anatomy and physiology exceedingly well and skilfully performed the practical massage at the Infirmary of the school. The inspector especially noticed the detailed and judicious answers of a blind pupil, her explanations of anatomical preparations, and her technical knowledge of massage. Evidently this specialty may help those unfortunate creatures to work for their own and for others' benefit.' As to the technical ability of this blind pupil, I always heard the patients in speaking of her say, 'Oh, madam, do not deprive us of our blind angel. They are not hands, but the balm of life.' As to her accuracy and her interest in her calling one would wish these qualities were as well developed in thousands of masseurs and masseuses with sight. My first experiment having succeeded so well, I have now eleven blind pupils at my school. I have still noticed that the blind possess an astonishing capacity of guessing the sensibility of the patients. Having made different experiments on a patient suffering from neuralgia in the face, I found that the blind pupil after only three or four trials could soothe the pain. Not only

do I think, I am convinced, that massage executed by the blind possessing so subtle a feeling will give the best results, and the pains taken by their masters will be recompensed by the consciousness of having done a good deed."

In Sweden, the home so to speak of massage, less encouraging results are recorded. Professor Nyeander (Goetenborg) (Zeitschrift fuer Diaetetische und Physikalische Therapie, 1901-1902, page 124,) attempted to teach the blind or partly blind for about six years, but without much success. He found it difficult to instruct them in the elementary anatomy and physiology, because he had no text-books with raised letters.

I have not found any later or more encouraging accounts from Sweden.

A Monsieur Stier, (Troisième Congrès National d'Assistance publique et de bienfaisance privée, Bordeaux premier au 7 Juin, 1903. "Assistance et Education des Enfants Aveugles," par M. Albert Léon) a blind man, studied massage in a private hospital at Bordeaux for about a year, and then settled in Paris, practising there under the patronage of the "Association Valentin Hauey pour le Bien des Aveugles." He became very successful and was highly recommended, receiving as much as twenty francs for a single treatment. He died suddenly a few months ago.

The Association Valentin Hauey sent me an illustrated postal card showing a number of different ways of employing the blind. One of the illustrations was of a masseur giving massage.

Major J. Batignon, in a short article in Le Journal de Medicine de Bordeaux, Nov. 22, 1903, No. 47, page 755, appeals for interest in the subject, and quotes some of the results obtained in Brussels.

A free school has been started there by a Dr. Daniel. At this school both massage and medical gymnastics are taught to appropriate blind persons. A committee of six gentlemen, some of them physicians, recently examined a small class of these pupils and pronounced their work excellent. (Troisième Congrès National d'Assistance publique et de bienfaisance privée, Bordeaux premier au 7 Juin, 1903, page 13.)

In Denmark, Dr. Moldenhawer, in the King's Blind Asylum at Copenhagen, has attempted the instruction of the blind and has had some success. The course of instruction requires about ten months.

In Austria, a woman was taught by Dr. Kofranyni in Bruenn. After four months' instruction and a certain amount of practice she found a situation in an institution and managed to earn about four hundred marks a year.

In Germany we find several isolated attempts, none of which are very striking, except in Leipzig. There, Dr. E. Eggbrecht, in 1899, began instructing the blind in massage, and some of his experiences and results are worth attention. In the first place he attempted to instruct them both theoretically and practically, quite as thoroughly as if they had had sight. He selected twenty-four persons, six women and eighteen men. Thirteen of these completed their course, four women and nine men. In selecting the pupils he chose those twenty years of age or older, who were energetic, patient, not nervous, and affected by no other difficulty such as tabes, tumor, weakness, or paralysis. A pleasant appearance was required and the eyes were concealed by a pair of smoked glasses. He naturally attempted to select persons of good muscular development, with strong hands, soft fingers, and a fine sensitive touch, which had already been trained and developed in some other occupation. The pupils were required to keep their hands and nails perfectly clean. They were first instructed in the elementary facts of anatomy and physiology. A text-book for nurses and masseurs was transposed into raised type. The skeletal parts were explained while

the pupils felt the bones directly; and afterwards the living model, one of the class, was employed to apply their knowledge. The muscular system was studied first from plaster models and then upon the living body. The circulation and heart, nervous system, joints and other parts were studied from papier maché models. After several months the pupils were sufficiently trained to be able to undertake practical massage. They were shown the various movements upon their own bodies and then made them themselves with the instructor guiding their hands. He also had them give him massage while he corrected their manipulations. Active and passive movements were also taught. Dr. Eggbrecht was struck by their dexterity and by the fine sensitive touch which they possessed. In all they received about seventy-five hours of instruction before they began their practice upon real patients. They then went daily to various clinics and there massaged surgical, neurological, and gynecological patients. At the end of four months they became quite expert and gave complete satisfaction to both patient and physicians.

The effect of the massage upon the blind persons was excellent; they stood the exertion very well, gained in weight and strength, and developed a great interest in their work. The solution of the problem, where and how they were to obtain regular employment, has not been so easy. The author emphasizes the importance of having a blind masseur connected with each of the various clinics, hospitals, gymnasia, baths and other institutions, of having a certain place in a town where the patients can come to the masseur for his treatment, and of having telephone calls to a central bureau when massage at people's houses is desired. He speaks also of the advisability of supervision over the calls for the masseuses.

It is in Great Britain that the most perfectly organized attempt has been made to provide for the education, and more especially for the subsequent maintenance, of the blind as masseurs. There have been numerous individual attempts recorded, some more and some less successful. On the 21st of May, 1901, an Institute for Massage by the Blind was incorporated in London. The enterprise has already successfully trained a number of blind people, just how many I have not learned. At present they are in need of more financial help in order to secure a permanent central bureau, where the blind masseurs may *practice* their treatments, where some of them may reside, and where calls for their services may be received and responded to. Dr. J. Fletcher Little, who has personally superintended their teaching, informs me by letter that almost all the women whom he has taught have done well, but that greater difficulty has been experienced in regard to the men, and that but few of the latter are now self-supporting. In vol. 2, No. 6, of THE BLIND, April 20, 1904, Dr. Little published an article embodying his experience. He says the Institute needs more financial help, and appeals for special interest in individual masseurs by groups of ladies and gentlemen, so that they may obtain more regular employment. He regards a three to six months' course long enough to fit them for this occupation, and considers them then capable of competing with those who see.

Turning now to America we find that in Boston there are two blind women who have been successful in their efforts at massage. One of them is not entirely blind; the other, Miss S., lost her eyesight at the age of ten. From the age of thirteen to twenty she resided at the Perkins Institute, where she was thoroughly well grounded in elementary science, anatomy and physiology. She paid sixty dollars for twenty class lessons in massage (with seeing pupils) and also took a course in regulation gymnastics

and another in medical gymnastics. She subsequently instructed nurses in massage at the Danvers Insane Hospital. Dr. Page, the superintendent, speaks of her work in the highest terms. She has worked for several years twice a week at the Out-Patient Department of the Massachusetts General Hospital, under Dr. James M. Jackson. She now gives corrective gymnastic instruction at the Perkins Institute three times a week and finds that she can give, without over fatigue, from three to five treatments a day to patients at their homes, receiving two dollars per treatment. She works about eight months a year, and says that she is stronger than when she began. She thinks that people at first are apt to be rather prejudiced against the blind, but that later on they seem to overcome this prejudice. She thinks the general training is very important and that it is better for the blind to be trained in classes with seeing pupils. Miss S. is, of course, a remarkably bright woman and would have succeeded in any work she undertook.

Mr. E. E. Allen, principal of the Pennsylvania Institution for the Instruction of the Blind at Overbrook, Pa., informs me that eight of his pupils have been trained in massage either at the Polyclinic or at the Orthopedic Hospital in Philadelphia. I wrote to the pupils and obtained replies from seven of them.

(I) E. L. C., twenty-five years old, blind at eight, from an injury. Entered Philadelphia School for the Blind at ten, took a literary course, piano lessons, and learned three trades. Spent six months at the Orthopedic Hospital and began to practice massage at Cambridge, Ohio, May, 1902. Nine-tenths of his work he does at patients' houses, and except for the first visit requires no guide. Is earning about $100 a month.

(II) H. L. McD., recovered his eyesight four months after finishing his course of massage at the Philadelphia Orthopedic Hospital. Is now a successful masseur.

(III) G. C. R., age twenty-six, blind at the age of twenty-three. Studied four months at the Orthopedic Hospital in Philadelphia and settled six months ago in Hartford, Conn. Is now paying about half his expenses.

(IV) W. J. N., age twenty-nine. Lost his eyesight at the age of twenty-six, just before graduating from Jefferson Medical School. Studied massage for three months and began massage in Philadelphia, February, 1902. Has been self-supporting for over a year and has also taught massage and electrotherapy. He employs a boy as a guide.

(V) J. S., blind at the age of thirteen. Began to study massage in September, 1903. Took three months' private lessons. Last winter was reasonably successful. Goes to patients' houses sometimes with and sometimes without attendance.

(VI) W. W. L., became blind at the age of eleven. Studied in Philadelphia, worked both in hospital and outside for three years with the help of a friend who is a masseur. Was reasonably successful at massage, but went into business and has been fairly successful in business.

(VII) E. W. E., has a little vision in one eye, enough to get about comfortably. Studied at the Polyclinic and the Orthopedic Hospital in Philadelphia for three months. Practiced for three months at the German Hospital, settled at Williamsport, and did fairly well. Has since moved to Washington, D. C.

In New York I have been able to find an account of only one person, a Miss P., who studied and practiced massage for a short time here. She gave it up, for what reason I am unable to learn.

My own limited experience is about as follows: I applied to the superintendent of the New York Institution for the Blind, some three years ago, in order to find the appropriate blind people to teach. He suggested my searching some of the charitable blind institutions of New York City and I did so. I was unsuccessful in finding a suitable pupil at the Blind Asylum upon Blackwell's Island, and I then interviewed some seventy or more individuals from a list of the blind poor who receive a small yearly allowance from the city. Among these people I was unable to find a single person who was both willing and, in my opinion, fitted to start the occupation. I had already consulted Mr. Axel C. Hallbeck, a masseur who has been very successful here in New York, and in April of last year he sent me Mr. Arthur Martineau, a French Canadian, thirty-six years of age, blind for about ten years, fairly well-educated, intelligent, formerly a bank-note engraver. After a week of preliminary trial, Mr. Hallbeck was convinced that he could be taught, and gave him daily one or two hours in lessons and practice for two months, until the twentieth of June, when he began actual practice in the wards at the New York City Hospital upon Blackwell's Island. I quote Mr. Hallbeck's account of his instruction: "While teaching him at my home, I always had some of his male relatives present, who were the material for work. At first I taught him general massage by doing the manipulations myself and having him put his hands on mine. After he had mastered the general massage I taught him local massage for special purposes. While teaching local massage, the greatest difficulty I experienced was to make him confine himself to the necessary region. I used to make him place his right hand as the upper limit for massage and the left hand as the lower limit. We applied massage for imaginary cases; for instance: False anchylosis, sprains, muscular rheumatism, lumbago, neuralgia, constipation, etc. At the same time I taught him anatomy and physiology, at least the most necessary points for him to know. I taught him the form of the skeleton, excepting the inner cranial bones; I taught him the construction of the joints with ligaments and cartilages, also about one hundred muscles and the principal motor and sensory nerves. In regard to physiology I explained to him the process of the digestion, the circulation of the blood, and the function of the nervous system. When he came to the City Hospital, after having practiced with me one or two hours every day, during two months, he commenced real work and soon attempted as many as nine cases every day. He treated patients of hemiplegia contracture, of tabes, of neuralgia, of progressive muscular atrophy, of dyspepsia, constipation, muscular rheumatism, lumbago, gout, sprains, false anchylosis, stiff joints, etc., in great varieties. As the house physicians can testify, Mr. Martineau was very useful and successful in many cases, and I believe that, as an assistant to a physician or surgeon and working according to their instructions, Mr. Martineau will be of great value as a masseur."

Dr. A. G. Bennett, (Philadelphia Medical Journal, Vol. I, No. 10, March 5, 1898, p. 426,) in a paper read before the New York Medical Association in October, 1897, brought out an interesting point from his correspondence with the directors of a number of the blind asylums throughout America, namely, the very small percentage of blind people who are self-supporting. The figures he quotes are at such variance that it seems hardly worth while to read them, but an especially suggestive fact is that a much smaller proportion of blind women are able to support themselves than blind men. This would seem to add some importance to our idea of employing them in massage, because, as is quite evident from the few instances

which I quote, the women have been especially successful. Dr. Bennett also urges the importance of one or more blind masseurs in all hospitals, dispensaries, sanatoria, insane asylums, private retreats, gymnasiums, Turkish baths and the like.

In what I have already quoted, I believe that I have covered, or at least suggested, most of the essential points in the difficulties of teaching the blind massage. I only wish to emphasize the very special importance of a most careful selection of the person who is to be taught, since upon that the success of the project will most intimately depend. This selection can, of course, be made only by teachers in blind asylums, who are thoroughly interested in the plan and in perfect sympathy with its aims. The great necessity of a thorough fundamental training, in order that the blind masseurs may be quite as intelligent and well trained as seeing masseurs, is a point which cannot be too thoroughly emphasized.

The compensation which the blind masseur should receive for his services in private practice is a detail which I do not feel can be decided offhand. In many more or less novel business undertakings the most efficient plan to introduce the business is to underbid the other competitors. There is one thing to be considered, and that is, a great many patients who are unable to pay large fees would employ massage, and very gladly, if the expense were less.

The necessity for a guide if the masseur is to go about from patient to patient is also a detail which would depend entirely upon the individual and the place where he was located, as you may well judge from the examples which I have quoted. My own idea of the special utility of the blind as masseurs is, however, that they should be employed largely in stationary places, such as clinics, hospitals, bath resorts, gymnasiums, sanatoria, and the like. There, at least, they are quite as independent of locomotion as the seeing masseurs.

No doubt, as Miss S., of Boston, writes, nervous people, the class of patients who are especially apt to require massage, might feel a certain repugnance to employing blind people, and might quite naturally be made more nervous than before the treatment. You will note, however, that Miss S. mentioned that this difficulty usually vanished after the first visit. Moreover, this is a point upon which custom would undoubtedly alter most prejudices.

In one country, Japan, the blind have a practical monopoly over massage. There, massage is cheap and within the means of all classes. The blind are protected by the government, self-supporting and contented with their lot. This condition has persisted for centuries.

In four countries, Russia, Belgium, England and Germany, we have read of well-organized and reasonably successful attempts to teach selected blind people massage.

Here in America, the only definite series of attempts in this direction which I have been able to learn have been made by Mr. Allen; but there is, it seems to me, very strong reason for expecting renewed and more persistent efforts. I am presenting this communication to the New York Academy of Medicine merely in the nature of a preliminary report, in the hope that further information and assistance may be forthcoming; in the hope that a well-planned scheme may be devised for providing suitable blind people with instruction in massage and for furnishing a practical organization, so that they may obtain continuous employment after they have learned; in the hope that you, the physicians to the various hospitals, dispensaries, sanatoria, and homes in New York, may be sufficiently interested

in the problem to find places in some of these institutions for blind masseurs to work and prove their efficiency, and in the hope that some of the directors or superintendents of blind asylums may see this communication and select appropriate blind people for instruction.

I have purposely refrained from expressing any personal views as to the selection of appropriate candidates for such instruction, because it seemed to me the few hints which I have incorporated from England and Germany are much more suggestive than any I might make myself. In closing let me tell you how thoroughly appreciated by patients with the chronic ailments at the New York Hospital, were the services of this blind masseur whom Mr. Hallbeck was kind enough to teach for me, and how keenly many of them missed his services when he left the institution. You are all too well acquainted with the value of massage in such ailments to warrant me in emphasizing its utility. I only wish to beg of you to give this matter your attention and your co-operation whenever in the future an opportunity occurs to further its accomplishment, and so gain the satisfaction of having aided some poor blind person to become an active, useful, interested. occupied and, best of all, independent individual.

Higher Education.

This report I read to the pupils, assembled in the Music Hall. Many of them had known Mr. Martineau during his term in the Institution, and they were deeply interested in the story of his success, and also in Mr. Hallbeck's statement of the course of study taken by Mr. Martineau. From this, and also from the requirements of another pupil who proposed to take a course in Osteopathy at the College in Kirksville, Missouri, it was suggested that a class in physiology might be usefully added to the O. I. B. curriculum, though the number of pupils possessing the physical and other qualifications for success in these lines is not large.

In the fall of 1904 a pupil of the O. I. B. entered another school to prepare for an Arts course in the University. Subsequent communication with him made it appear that his path might have been made easier if he had had some instruction in Latin while he was here, and it is probable that that language will be taught during the current session. The *West Virginia Tablet*, in reviewing the O. I. B. Report of last year, says: "They attach great importance to the substantial primary education in the Ontario school, and seem not to have pushed very far into the mere accomplishments. The strength of the staff would seem to indicate that the courses are limited by preference rather than necessity. The American schools generally push the intellectual training farther, and, I am pleased to think, with no disadvantage."

Hugh Buckingham, formerly a totally blind pupil of the California Institution, is now in his Sophomore year in the State University, and has taken a leading position as debater, which argues well for his future success in the law, which he intends to follow as a profession. This leads the writer of the Biennial Report of the California Institution to say "that for the blind we must try to prepare our pupils for those employments where brain work is demanded rather than hand work. It seems hardly necessary to defend this statement. In these days of sharp commercial competition and when the machine plays so large a part in what used to be handicrafts, the blind man who tries to get a living by manufacturing, except as employer, is at a disadvantage. There is no sentiment in business. The dealer buys where he can buy cheapest and with the largest profit to himself, and the consumer follows his example.

"But I am glad to say that there are many occupations where the educated brain, plus energy and perseverance, can overcome the handicap of blindness. Besides music-teaching and piano-tuning, which are arts rather than trades, there are many small business ventures, solicitorships, middlemen between producer and consumer, book and insurance agents, newspaper vendors, and many other occupations which offer opportunity for the exercise of business tact and energy. Many of our boys are working this field with success.

"And yet there will always be a percentage of the blind who will need a helping hand. Some lose sight in adult years, and find it hard to adjust themselves to new conditions. Some lose heart in the struggle for existence. and give up the fight. Some have no initiative, no capacity for business; they are willing to work, but don't know how. They need executive direction and skill, and public assistance to eke out the difference between earnings and support. To supply this deficit working homes for the adult blind have been established in various States, and are serving a most beneficent purpose."

Libraries.

The following books have been procured for the Teachers' Library:

University Collection of the World's Great Classics, 30 vols.
America, Notes on North, 2 vols.
Annals of the Parish, John Galt.
Book of Days, 2 vols.
Brock, Life of Sir Isaac, by F. B. Tupper.
Canada, Life in, Canniff Haight.
Canada, Statistical Account of Upper, Robert Gourlay, 3 vols.
Canadas, the, John Galt.
Canadians, Celebrated, Morgan.
Composers, Famous, 2 vols.
Dancing in all Ages.
Dictionary of Thoughts.
Edward the Black Prince, 2 vols.
England, Pictorial History of, 8 vols.
English History, Half Hours of.
English Literature, 2 vols.
George the Third, Life of.
German Dictionary.
Gould, Joseph.
Hymns, History and Development.
Italian Dictionary.
Literature in Letters.
Mackenzie, William Lyon.
Music, Phases of Modern.
Music, the Story of.
Poets, Lives of the English, 2 vols.
Prima Donna, the, 2 vols.
Rebellion, the other Story.
Southey's Poems.
Spectator, the.
Story of My Life, Helen Keller.
Sullivan, Sir Arthur, Life.
Veteran of 1812.
Wagner, Richard.

White Chief of the Ottawa.
Wild North Land.
Blindness and the Blind, Levy.
Achievements of the Blind, Artman.
The St. Lawrence, Dawson.
Barnard's Journal of Education, 2 vols.
MacGeoghegan's History of Ireland.
European Languages, Murray, 2 vols.
Applied Psychology, McLellan.
First Latin Book, Henderson.
High School Bookkeeping.
Physiology and Hygiene.
Practical Physiology.

The following have been added to the Pupils' and Circulating Libraries:—

(In Line Type.)

Kneass Magazine, 12 vols.
Story of Siegfried.
Children's Fairy Book.
Cyr's Interstate Primer and First Reader.
Pickett's Gap.
Stories for Little Readers.
Through the Farmyard Gate.
Wild Animals I Have Known.
Turner's First Reader.
Longfellow's Birthday.
Odyssens, Hero of Ithaca.
The Pilot.
Gods and Heroes.
Selections from Ruskin.
Sesame and Lilies.
Paul and Virginia.
In Memoriam.
George Eliot, Biographical Sketch.
Freeman's History of Europe.

(In New York Point.)

Christian Record, 14 vols.
Progressive Course, 2 pamphlets, 15 vols.
Rational Spelling Book.
Word Primer.
King Richard III., 2 copies.
Pioneer History Stories.
Napoleon, 2 vols.
Second Jungle Book.
Leading Facts in French History.
Life and Writings of Addison.
Walsh's New Primary Arithmetic.
Joy's Arithmetic Without a Pencil.
Maine Woods, 2 vols.
Mozart—Prout.
Foundations of French.

Six Select Stories.
Daphne.
Pioneers of France in New World, 2 vols.
Golden Age.
How to Knit and Crochet.

The following Catholic books were donated for the use of pupils and subscribers to the circulating library by The Xavier Free Publication Society for the Blind, 27 West Sixteenth street, New York: —

(In New York Point.)

The Bible and its Interpreter.
Consoling Thoughts of St. Francis de Sales, 2 vols.
The Following of Christ, 3 vols.
Golden Sands, 4 vols.
Hail Full of Grace, 2 vols.
The Heart of Jesus of Nazareth.
Leading Events in the History of the Church, 3 vols.
Life of Christ, 2 vols.
Little Lives of Great Saints, 2 vols.
Mary in the Work of Redemption.
The Sacrifice of the New Law.
Selections from Cardinal Newman, 2 vols.
Spiritual Pepper and Salt.
Wayside Tales, 4 vols.
What Christ Revealed.
Workings of the Divine Will.
Who and What is Christ?
Catechism.

A large quantity of old books—the accumulation of years— was sent to the bindery, and brought back in condition to ensure a new term of usefulness.

The cost of books for the blind, purchased at Louisville or Boston, is heavy, and it is worth considering whether an effort should not be made to include book-making among the employments of the senior pupils. Blind institutions in the United States get many free books under the provisions of the Act of Congress of 1879, entitled "An Act to promote the Education of the Blind," which, of course, has no application outside the boundaries of the Union. The extent of the home market in the States makes the problem simpler there than here. Thus Mr. J. H. Freeman, Superintendent of the Jacksonville, Illinois, Institution for the Education of the Blind, says in his Report that in the printing department "not only do we work for the benefit of our own pupils and graduates, but we are supplying a demand for music suitable for the blind throughout the country. To illustrate the extent of this demand I would mention that more than 300 orders for sheet music printed by us were received during the last school year from 17 institutions for the blind and individuals throughout the country, 33 different States being represented by our customers. We are now publishing annually more music for the use of the blind than any other institution or printer in the world. Primarily we publish it for our own pupils, but we are very glad to send the music to outside parties at cost. In addition to sheet music we also print (and sell to outside parties) certain text books and books fitted to supplement the school branches. The demand for these works is growing and we are constantly making additions to our catalogue. At the present time it con-

tains the names of 70 publications printed by us. In order to do this printing necessary for publishing the music and the books found in our catalogue, our printer—a blind man—has stereotyped nearly 17,000 brass plates, which we safeguard in a fireproof vault. From the number of applications we receive from different parts of this country, it is very evident to us that our literary and musical contributions contribute very materially to the intellectual advancement not only of our own pupils, but to the sightless in this and other States."

In China the products of the blind printer's labor are available for the use of sighted readers, and the market is therefore practically illimitable. Rev. W. H. Murray first invented the system of Numeral Type with Braille dots as a basis, and then connected the dots by straight lines for sighted readers. Miss C. F. Gordon-Cumming makes the following statements at page 100 *et seq.* of her book descriptive of Mr. Murray's invention and its results:—

"Another very important point is that in the new type most of the work is done by the blind students in school, all correcting of proofs is done on the spot, and the cost of a complete Bible, with the 'tones' and aspirate of each word perfectly rendered, will be about one-third that of a similar book produced alphabetically by specially-trained sighted compositors and proof-readers.

"Mr. Murray considers that it is now fully proved that the new type is not only the easiest conceivable form to read and write, but that it is by far the cheapest to produce.

"Best of all, it promises a solution of one of his gravest problems, in the provision of almost inexhaustible stores of remunerative occupation for the blind, as compositors, printers, binders and teachers.

"He has done his best to teach them certain trades, and has found his pupils very successful in making doormats and coarse matting for passages, while the women learn knitting and sewing mattresses and pillows. Various other work has been tried, such as shoemaking (the Chinese cloth shoe resembling a shapeless boat). The latter, however, has not proved successful.

"And, indeed, as regards making them self-supporting by instruction in any of the usual industrial arts, Mr. Murray despairs of the blind ever being able to compete against the legions of sighted Chinese who already overcrowd the market for basket and cane work, knitting, weaving, etc., and who would inevitably undersell the produce of the blind. Even in England, what would become of their industries apart from hearts in sympathy and open purses to help?

"So it appears that embossing, stereotyping, and bookbinding, piano and harmonium tuning and teaching, knitting, and matmaking are the most promising industries of the class usually considered suitable for the blind, and that their employment must lie chiefly in literary and musical work. They also write out books of embossed manuscript music, which they stitch and bind very decently.

"A friend, who had seen how many blind men in Japan earn their living by massage, suggested that Mr. Murray should introduce this as a profession, but he finds that the Chinese do not use it, at least not in North China.

"Though there seems so little hope of the students in the Blind School becoming self-supporting by ordinary industries, they are unwearied in their exertions on behalf of their sighted brothers and sisters."

Mr. Murray thus describes his hive of busy blind bees at their work:—"With the exception of two, who are making rope doormats, two boys who are at the Braille stereotype, one reading, and the other punching at his dicta-

tion, making the brass sheets from which the embossing is done for blind readers, and some who are retuning the piano, all hands are busy preparing books for sighted readers; boys or girls are composing or distributing; the Chinese scholar is reading proofsheets; one man is preparing the papier-mache with which to take a mould; another is boiling the zinc to pour on to other moulds; two men are at the press, printing the Gospels; two are in the shop, printing the London Mission Hymnal.

"One of the boys has just finished tuning the shop piano. He has replaced a wire that snapped, and also all the felts and flannels. The latter was supplied by tearing an old red flannel garment into strips, while my last year's felt slippers were likewise turned to account.

"Two girls at a time work part of each day as compositors. They work in this way: the first girl reads with one hand on her Gospel in raised type for the blind, while with the other hand she lifts the two types representing each word in the type for the sighted, and hands them to the second girl to place in the form for printing. Thus the two blind girls work till a paragraph is finished. Then the second girl reads from the type just set up (of course it is all reversed, but to the blind this is just as easy to read, as their every-day writing with punctured dots is all written backward, and when taken off the frame has to be turned over, and then is right for the reader). While one girl reads, the other follows with her finger on the Gospel in the raised Braille type, and so checks any mistake.

"In this way we have set up and printed 100 copies of smaller Epistles; 400 copies of the Gospel of St. Matthew; 400 copies of St. Mark; 400 copies of St. Luke; 1,200 copies of St. John as far as the 10th chapter; 1,400 sheets of reading exercises; 100 hymn-books, all for the use of sighted persons, and now ready for distribution as the demand arises.

"We have had the 408 sounds of the syllabary arranged according to our primer, and lithographed, making four pages in large type of about half an inch in size. These are stitched in the form of a book, and are supplied to beginners. A large number of these are now in use, and I have sent them to missionary friends who wished to study the lessons. So our school this year has been like a wholesale publishing house. And if all could see the joy which lights up the blind faces to find themselves both useful and important, I think that from the Emperor downward all would give us their sympathy and help. All the pupils have had a trial as compositors, distributors and proofreaders, each has had a sighted pupil to teach, and all feel the utmost confidence in their prospects of success as teachers. This, indeed, has already been so amply proved that all theoretical objections should now be silenced."

Exchange List.

Desiring to obtain all the available information of value to the blind and to those interested in their welfare, I mailed copies of the thirty-third annual report of this Institution to the following schools, with the hope that their directors would reciprocate by sending their reports to me: —

School for Blind, Boulder, Montana, U.S.
School for Blind, Lansing, Michigan, U.S.
Institution for Blind, Indianapolis, Ind.
M. Anagnos, School for Blind, South Boston, Mass.
Institution for Blind, Jacksonville, Ill.
Institution for Blind, Nebraska City, Neb.
School for Blind, Baltimore, Maryland.
Institution for Blind, Kansas City, Kansas.

Academy for Blind, Macon, Georgia.
School for Blind, Janesville, Wisconsin.
Institution for Blind, Raleigh, North Carolina.
Institution for Colored Blind, Austin, Texas.
School for Blind, Ogden, Utah.
Institution for Blind, Staunton, Virginia.
School for Blind, Faribault, Minn.
Institution for Blind, Cedar Springs, South Carolina.
Institution for Blind, Baton Rouge, Louisiana.
Institution for Blind, Columbus, Ohio.
W. B. Wait, Institution for Blind, New York City.
Institution for Blind, Overbrook, Penn.
School for Blind, Gary, South Dakota.
Institution for Blind, Jackson, Miss.
School for Blind, Romney, West Virginia.
Institution for Blind, Vancouver, Washington, U.S.
Institute for Blind, Salem, Oregon.
School for Blind, Nashville, Tenn.
Institution for Blind, Pittsburg, Penn.
Blind Institution, St. Augustine, Florida.
Institution for Blind, Talladega, Alabama.
Institution for Blind, Berkeley, California.
College for Blind, Vinton, Iowa.
Institution for Blind, Louisville, Kentucky.
School for Blind, Batavia, New York.
Institution for Blind, Austin, Texas.
School for Blind, St. Louis, Missouri.
School for Blind, Fort Gibson, Indian Territory.
Academy for Blind, Talladega, Alabama.
School for Blind, Colorado Springs, Colorado.
School for Negro Blind, Talladega, Alabama.
Institution for Blind, Hartford, Connecticut.
School for Blind, Little Rock, Arkansas.
Institute for Blind, Stockport, Eng.
Royal Victoria Asylum for Blind, 79 Northumberland street, Newcastle-on-Tyne, Eng.
Institution for Blind, Clarendon street, Nottingham, Eng.
Catholic Blind Asylum, 59 Brunswick road, Liverpool, Eng.
Yorkshire School for Blind, York, Eng.
Institution for Blind, South Hill Place, Swansea, Wales.
Institute for Blind, Glover street, Preston, Eng.
Association for Blind, 28 Berners street, London, Eng.
School for Blind, Norwich, Eng.
Society for Blind, Darlington street, Wolverhampton, Eng.
School for Blind, Manchester road, Sheffield, Eng.
Institution for Blind, North Hill, Plymouth, England.
Gardner's Trust for Blind, 1 Poets' Corner, Westminster, London, S.W., England.
British and Foreign Blind Association, 206 Great Portland street, London, W., England.
National Institution for Blind, Dublin, Ireland.
Royal Normal College for the Blind, Westow street, Upper Norwood, S.E., London, England.
Asylum for Blind, Infirmary road, Cork, Ireland.

Hetherington's Charity for Aged Blind, Christ's Hospital, Newgate street, London, E.C., England.
Henshaw's Blind Asylum, Old Trafford, Manchester, Eng.
Asylum for Blind, Queen's road, Park street, Bristol, Eng.
School for Blind, Hardman street, Liverpool, Eng.
Association for Blind, North Parade, Bradford, Eng.
Institution for Blind, Albion street, Leeds, Eng.
Institution for Blind, Edgbaston, Birmingham, Eng.
Asylum for Blind, Eastern road, Brighton, Eng.
Ulster Society for Education of Blind, Belfast, Ireland.
Blind Institution, Kingston Square, Hull, England.
Institute for Blind, Glossop road, Cardiff, Wales.
Institute for Blind, 81 Castle street, Inverness, Scotland.
Institution for Blind, St. David's Hill, Exeter, Eng.
London Society for Blind, Upper Avenue road, Regent's Park, London, N.W., England.
Blind School, Nicolson street, Edinburgh, Scotland.
Home for Blind Children, Goldsmiths' Place, Kilburn Priory, London, S.W., England.
School for Blind, St. George's Fields, Southwark, London, S.E., England.
Institution for Blind, Magdalen Green, Dundee, Scotland.
Asylum for Blind, 102 Castle street, Glasgow, Scotland.
School for Blind, Sydney, Australia.
School for Blind, Melbourne, Australia.
School for Blind, Oporto, Portugal.
School for Blind, Lisbon, Portugal.
School for Blind, Milan, Italy.
School for Blind, Naples, Italy.
School for Blind, Madrid, Spain.
School for Blind, Grenada, Spain.
School for Blind, Prague, Bohemia.
School for Blind, Lintz, Austria.
School for Blind, Vienna, Austria.
School for Blind, Leipzig, Germany.
School for Blind, Munich, Germany.
School for Blind, Dresden, Germany.
School for Blind, Berlin, Germany.
School for Blind, Soissons, France.
School for Blind, Marseilles, France.
School for Blind, Paris, France.
School for Blind, Brussels, Belgium.
School for Blind, Antwerp, Belgium.

From quite a number of these Institutions reports have been received; from others have come courteous acknowledgments, with a few newspaper reviews, of which the following is a sample:—

"The Thirty-third Annual Report of the O. I. B. is before me. It has some features that have not been seen by me for a long time, if ever. I note that the Principal, Mr. H. F. Gardiner, has incorporated with his report on the present needs and state of his school an extensive collection of excerpts from the reports of various American institutions, and from the proceedings of the Association of Instructors of the Blind, bearing on the topic he discussed so wisely at St. Louis last summer, which he publishes also with the report under consideration; together with the discussion which followed the

reading of the paper. This feature makes the present a very valuable document, and the subject thus treated will have the advantage of reaching more persons than would be likely to be reached by the proceedings of the meeting itself.

"The modesty of Principal Gardiner in giving credit to his teachers and officers for the signal success of the school during his first year of service betrays a sagacity scarcely to be expected of so young a man in the work. He reveals unconsciously to the initiated how very largely that success has been secured by the gentle pressure of the guiding hand. He shows plainly that he is not to be swept from a sound conservatism by the spasms of novelty that sometimes sweep over the country and carry everything that is movable with them.

"The matter that seems to rest with most weight on the Principal's heart is the question of affording to his pupils a means of livelihood that they and their friends can depend on when the school days are over and the boys and girls as men and women take up the real burden of life. He notes with some apparent misgivings that are not to be wondered at, that two of the great American Institutions have repudiated the trades in their shops and substituted manual training under the theory, and what else I cannot certainly say, that youth in the schools is the time for acquiring the mere principles of knowledge, and that the practical application ought to be secured in the ordinary way by substantial apprenticeships after the school days are past. The theory is sound, but the practice is at least questionable and uncertain. No one trade will suit all pupils, and no one boy will suit all trades; but the right boy with the right trade, and sense and address enough to work it, will succeed at any trade, and New York and Boston have proved it over and over again. Still, it must not be forgotten that the wisdom of the school must be shown in arranging for those who have to be helped to success. The others will take care of themselves. The homely wisdom of Sir Roger de Coverley commends itself at all times, 'There is much to be said on both sides of the question.'

"The Institution is taking the Toronto College examination for its promising music pupils, and thus giving them a very handsome advantage, as Mr. Wait has long been doing for his pupils of both the music and literary part of their courses in his school."

Farm, Grounds and Buildings.

No new buildings were erected during the year, but a considerable sum was expended upon necessary repairs, and similar expenditure will be needed for some time, as the buildings are now over thirty years old. The teachers' and officers' parlor was tastefully refurnished during the vacation, the usual repairs were made in class-rooms and corridors, and some needed changes were made in the plumbing.

A plan to improve the heating system is under the consideration of the Public Works Department.

A large quantity of road material has been drawn from the pit and used to good advantage upon the grounds.

The appropriation for trees was not available in time to be used this year.

Three thousand square feet of cement walk was constructed, the plan being to replace the most badly worn portions of the board-walk with cement.

The planting of willows near the river, to prevent the washing away of the gravel bank, was undertaken on a small scale, but the cuttings did not thrive. An experiment will be made with poplar or silver maple.

A plot of ground was graded and sodded for lawn-bowling by the employees of the Institution.

Rain was abundant during the growing season and the farm crops were unusually good; wheat, oats and corn above the average; roots, with the exception of potatoes, good; apples scarce, and the quality poor. An attempt was made in the spring to graft winter apple cuttings upon the summer apple trees, the latter being proportionately too numerous. Another experiment was the use of nitro-culture with a bushel of clover seed, the microbes being supplied by Prof. F. C. Harrison of the Bacteriological Department of the Ontario Agricultural College, Guelph. Although the results were not as wonderful as those described in the *Century Magazine* of October, 1904, they were positive enough to warrant further experiment on the same line.

Visitors.

Many visitors continue to come to the Institution on Saturdays, or after school hours on the other days of the week. They are welcome from Monday morning till Friday afternoon, between the hours of 9 a.m. and 4 p.m., when the classes are in session and the Visitors' Attendant and the teachers are on hand to explain the work done. But it seems like a waste of time to show people through empty rooms, when a little forethought on their part would make it possible to exhibit something really interesting for their inspection. Of course there is no objection to pupils' parents taking advantage of cheap fares to spend a few hours with their children on public holidays.

I have again to thank the city ministers who held special services in the Music Hall on Sunday afternoons.

H. F. Gardiner,
Principal.

Brantford, October, 1905.

Physician's Report.

Hon. R. A. Pyne, M.D.,

Minister of Education for Ontario:

Sir,—I have the honor to submit my annual report as Physician to the Ontario Institution for the Blind.

The past session has been an unusually healthful one among both officials and pupils. The pupils came from home for the year's work in an unusually fit condition and maintained this, with very few exceptions, throughout the term.

The female side of the house has always been the most troublesome. Girls develop coughs and colds, become anæmic, etc. The cause of this, it appears to me, is due partly to natural susceptibility, but largely to the lack of a proper room for recreation and relaxation. After classes, girls are found sitting about in their dormitories reading or knitting, because they have no other room where they can go. The lack of this proper accommodation, together with the existing high-pressure system of heating, gives rise in many cases to unnecessary discomfort and avoidable diseases.

Another serious and unsanitary feature is that there is no sick-room or suspect-room on the girls side. Contagious diseases cannot be properly guarded against on this account.

Trusting that these minor wants may appeal to you sufficiently strong, and that your liberality may correct what in my opinion are serious matters to those placed under our charge,

I have the honor to be,
Sir,
Your obedient servant,

J. A. MARQUIS.

Brantford, 19th July, 1905.

OCULIST'S REPORT.

To Hon. R. A. PYNE, M.B.,
Minister of Education:

SIR,—I have the honor to submit my Report as Oculist to the Ontario Institution for the Blind.

Five years ago I examined all the pupils then attending the Institution, going into the eye conditions pretty thoroughly, and preparing a rather exhaustive report, classifying these conditions. Each succeeding year my examination was more particularly of the new pupils, and in one of my subsequent reports I believe I advised an examination of all the pupils, with a classified report on the disease conditions, after an interval of a few years, when in fact a sufficient number of new pupils should have come in to show some effect on those classifications. In this report you will find the results of the examination of all the pupils again tabulated similarly to that of five years ago, rendering comparisons easy.

	Males.	Females.	Total.
Number of pupils examined	52	59	111
New pupils, examined for first time	12	9	21

Divided into five classes.

	Males.	Females.	Total.
I. Without perception of light in either eye	18	6	24
II. With perception of light only, in one eye	4	9	13
III. With perception of light only, in both eyes	6	10	16
IV. With limited objective vision in one eye	14	8	22
V. With limited objective vision in both eyes	10	26	36
	52	59	111

In the last class one girl and two boys are included who were found to have sufficient vision to render them ineligible for admission.

Diseases causing blindness, number of cases, and percentage affected by each:—

	Males.	Females.	Total.	Per-cent.
Optic Atrophy	10	13	23	20.7
Ophthalmia Neonatorum	9	13	22	19.8
Cataract (Congenital and Lamellar)	8	8	16	14.4
Injury of one eye followed by Sympathetic Ophthalmia in the other	6	2	8	7.2
Injury by powder explosions	5	.....	5	4.5
Injury by other means	2	1	3	2.7
Aniridia and Coloboma	3	2	5	4.5
Interstitial Keratitis	.....	5	5	4.5
Retinitis Pigmentosa	1	3	4	3.6
Degenerated eyes, cause unknown	1	3	4	3.6
Keratoglobus	1	2	3	2.7
Refractive errors	1	2	3	2.7
Microphthalmus	1	1	2	1.8
Albinism	.....	2	2	1.8
Brain Fever	1	1	2	1.8
Undeveloped Optic Nerves	1	.....	1	.9
Intra-Uterine Keratits	.....	1	1	.9
Scarlet Fever	1	.....	1	.9
Pneumonia	1	.....	1	.9
	52	59	111	

It might be noticed that the first three diseases on the list are responsible for sixty-one cases, over half of the total.

The majority of the pupils with Optic Atrophy were affected at birth or in early childhood; while in a few it was due to injuries, mainly to the head, received later in life.

As usual, Ophthalmia Neonatorum stands high as a causative factor in the blindness of the Province. In most cases it has left very little sight to the unfortunate children because of the great destruction it so frequently causes in the organ.

The Cataractous pupils have nearly all had one or both eyes operated on with rather indifferent results. Naturally, if the results had been as brilliant as they are in uncomplicated Cataract cases, these pupils would be getting their education elsewhere; but the trouble is that many of these Cataracts have been successfully removed only to find other serious defects.

Injuries to one eye followed by Sympathetic Ophthalmia in the other:—It is a difficult thing to persuade a patient or his parents that it is better to sacrifice a badly injured eye by having it removed than to take the chance of losing the sight of both eyes by Sympathetic Inflammation in the other. This fact accounts for this deplorable class.

Injuries by powder explosions were all in male pupils, and all but one due to accidents in mines.

In all the cases of Interstitial Keratitis there is evidence of inherited syphilis, and these all females. Only one other case of syphilis was detected, which was in a girl with Optic Atrophy.

Four pupils have eyes too degenerated to reveal the cause, and did not know themselves what the primary trouble had been.

Two of the cases of Refractive Errors are of such a nature that glasses benefit but little, while the third gets normal vision with properly fitted glasses, and was reported ineligible.

During the past year a few cases required treatment, including operations where found necessary or where there was promise of improving the vision; these latter gave very gratifying results.

Ear troubles required some attention, but there was nothing of a serious nature.

My sincere thanks are due to Principal Gardiner for his courteous assistance.

Respectfully submitted,

Brantford, 15th September, 1905. B. C. BELL.

LITERARY EXAMINER'S REPORT.

HON. R. A. PYNE,

Minister of Education:

SIR,—In submitting the report of my examination of the literary department in the Ontario Institution for the Education of the Blind, it gives me pleasure to state that there is much to commend, little to criticize.

The education of the youth of our country is a subject of paramount importance, which, however, becomes more involved and somewhat perplexing when considered in relation to the blind. In this class we find intellects as clear and minds incited by as lofty ideals as are possessed by any other persons. Such being the case, the question may with propriety be asked, how far the senior work of a literary character should extend. At present good work is done in English Grammar and Literature, but interest in this branch would no doubt be increased, and a more thorough and rational grasp of the language be obtained, if Latin were added to the curriculum. The knowledge of this subject would enable some to prosecute more advanced study, and eventually even to matriculate in a university.

While this Institution is intended for the education of the pupils, a visitor may obtain a good deal of instruction and have many erroneous views corrected. Many a parent would be amply repaid for the time taken in visiting the classes at work by the valuable object lessons received in patience, perseverance and sympathy. One cannot fail to be impressed with the earnestness and application of the pupils on the one hand, and the faithful perseverance and sympathy, on the other hand, on the part of the instructors. From the kindergarten classes, where the little ones receive their elementary ideas, to the senior pupils in mathematics and literature, the same spirit of faithful work is manifest. The order, the discipline and the deportment of the pupils are excellent.

In the matter of text-books the only change I would recommend is that a Canadian edition of the Speller be adopted in place of Blaisdell's Speller, a work published in the United States.

The work of the various classes during the four days' examination held from June 13th to 16th inclusive will appear in the following detailed statement:—

Mr. W. Wickens' Classes.

Arithmetic.—Simple problems in fractions. In this class there were eight boys and eleven girls, the majority of whom showed marked ability, no less than five receiving full marks. The lowest was 34 per cent., the average being 78 per cent. This is certainly a bright class.

Geography.—England and Ireland. The class consisted of ten boys and thirteen girls. The answers showed much variety of merit; many were excellent; some were poor. The marks assigned were from 20 per cent. to 100, the average being 69.

Reading.—There are three divisions in this class, the work of the seniors being the selected poem "Horatius at the Bridge," in point print. The second division used the Fourth Reader, in point print; and the third division the First Reader, also in point print. In the senior division of thirteen pupils the marks averaged 75 per cent., ranging from 50 to 85 per cent. In the second division of three pupils the marks were 60, 75 and 100 per cent. In the third division of five pupils the marks ranged from 40 to 80 per cent., averaging 54 per cent.

Writing.—Short extracts of prose and poetry from dictation, using capital letters, punctuation marks, etc. This writing is in point print. Twelve pupils in the class; work very creditable. Marks were from 34 to 100 per cent., one pupil receiving the latter mark; average 71 per cent. In addition to the twelve pupils mentioned, there were two others whose writing was in pencil. They received 60 and 80 per cent.

Bible Geography and History.—Eleven seniors and six juniors, all boys. The ground covered was the history of the Jewish nation to the end of the Old Testament. The marks, generally, were high, ranging in the seniors from 67 to 100 per cent., with an average of 82; and in the juniors from 75 to 100 per cent., averaging 90.

Spelling.—Two divisions of boys. The seniors have Part III. of Blaisdell's Speller; the juniors, embossed Speller. In the senior class of fourteen the marks ran from 50 to 100 per cent., with an average of 88; in the class of six juniors from 50 to 100 per cent., average 83 per cent.

Mr. Roney's Classes.

Arithmetic.—This is a promising class of 17 junior pupils with varying ages and degrees of merit. The work covers Addition, Subtraction and Multiplication to 20 times 20. It is somewhat novel to hear a child of nine years of age repeat 14 times 16 and 14 times 17 as readily as 8 times 9 or 11 times 12. The marks ranged from 50 to 100 per cent., with an average of 84 per cent.

English Grammar.—Limits, the parts of speech and the analysis of simple sentences. The class contains nine boys and fifteen girls. Some have done poor work, but many of them very good. In ranking such pupils one must take into consideration the size of the class and the varying attainments. One pupil being French, can speak very little English and the progress in this case must necessarily be slow. Marks ranged from 0 to 100 per cent., with an average of 64 per cent.

Geography.—Canada and Ontario. map and book work of the Public School Geography. This is a good class of juniors, two boys and nine girls. The ground has been well covered. The average of marks given was 94 per cent.

Reading.—This class of six boys and seven girls uses Embossed Readers I., II., and III. As junior pupils they have made very satisfactory progress. Average marks, 79 per cent.

Writing.—This division of six boys and fourteen girls is the senior class in pencil writing. This subject may perhaps be considered the most valuable in the curriculum, and is one that requires great patience and perseverance. The marks varied from 35 to 75 per cent., with an average of 60 per cent.

Miss Walsh's Classes.

Arithmetic.—Limits, Compound Rules, Sharing, Measurements, Papering, etc., Fractions, Four Simple Rules. In this class of four boys and seven girls, the marks ranged from 15 to 88 per cent., with an average of 47.

English Grammar.—Definitions, Indicative Mood, Parsing Simple Sentences. This class of seven boys and fifteen girls gave evidence of excellent training with corresponding results, the average being 91 per cent.

Geography.—Limits, Definitions, Map of Ontario. This class was made up of thirteen boys and ten girls, some very young. Several received full marks, the average being 82 per cent. Great efficiency has been attained. The dissected map is very valuable in teaching the relative positions of counties and the physical features of the various sections. The pupils find very little difficulty in dissecting the map and putting it together again, thereby gaining a lasting knowledge of the Province as a whole and of each portion in particular.

Reading.—Four senior pupils and five juniors. Good work is done. The seniors, who use the Fourth Reader, averaged 75 per cent., and the juniors, who use the Third Reader, averaged 81 per cent., the average for the class being 79 per cent.

Writing.—The number in this junior class is seven, and the work consists of capital and of small letters, as well as simple words, with the use of the pencil. For a junior class the results are good; average of marks, 69 per cent.

Object Lessons.—In this class of twenty-seven young pupils, the study of spices and fruits is made very interesting. The scholars enter very heartily into the consideration of the growth and uses of such articles as cloves, cinnamon, ginger, etc., as well as the manufacture of pottery, porcelain and other useful things. Some received very high marks, and others a low rating, as might be expected from such a mixed class, the average being 59 per cent.

Bible History.—The class examined consisted of eleven Roman Catholic children, mostly girls. The work was the twenty-first to the twenty-eighth chapter of Acts, and the parables and miracles of St. Luke's Gospel. The marks assigned averaged 78 per cent.

Spelling.—In this class nine Roman Catholic children were examined on Blaisdell's Speller, with creditable results, two obtaining full marks, the average being 74 per cent.

Miss Gillin's Classes.

Arithmetic.—The work includes the Multiplication Table to twenty times twenty; weights and measures, definitions and simple problems. There were five boys and seven girls in the class and the average marks assigned were 52 per cent.

English Grammar.—This is a good class of six senior pupils. The answers were clear and to the point, showing a grasp of the work which embraced the history of language in general, with particular reference to English, and also False Syntax, Parsing and Analysis. One pupil received full marks, the average being 76 per cent.

Geography.—Limits, the United States of America, Central America, South America, and the West Indies. This class of five boys and eight girls has covered the prescribed ground accurately. There was considerable variety in the grading of the pupils, the marks ranging from 25 to 100 per cent., two receiving perfect marks, the average being 71 per cent.

Writing.—A junior class of six boys and eleven girls. The work is done with pencil and consists of letters and short words. The average, 42 per cent., apparently low, is good considering the ages and attainments of the pupils.

English History.—Reigns of George III., George IV. and William IV. This is a particularly bright class, composed largely of seniors, five boys and nine girls. The work is well done. Marks ranged from 63 to 100 per cent., averaging 90 per cent.

Canadian History.—The pupils in this class are the same as in English History and have covered the ground well, extending from the War of 1812 to the present time. The marks ranged from 38 to 100 per cent.; average, 85.

English Literature.—This class would do credit to any institution of learning. Although the ground covered is extensive, the work has been excellently done, embracing English literature from the Restoration to the beginning of Queen Victoria's reign, Canadian writers from Judge Haliburton to the present time, and a history of Canadian Universities. In addition to this Shakespeare's play, King Lear, was studied critically. The pupils displayed marked ability in delineating characters represented in this tragedy and their apt quotations were quite refreshing. King Lear is by no means the easiest of Shakespeare's plays to read, a fact that renders the examination passed by the pupils exceedingly creditable. The marks varied from 59 to 100 per cent., with an average of 90 per cent.

Bible Geography and History.—The portion studied included the books of Daniel, Ezra, Esther and Nehemiah. Good work is done in this class of three boys and twenty girls, advanced pupils, the marks assigned averaging 89 per cent.

Spelling.—Parts III. and IV. of Blaisdell's Speller. This is a promising class of twenty-four girls. Marks from 63 to 100 per cent.; average, 92 per cent.

Miss Lee's Classes.

To a visitor there is as much to interest in these kindergarten classes as in the highest. One cannot but seriously ponder in the presence of such pupils—mere children, it is true, but for all that the coming men and women. The foundation of education is here laid; how important that it be thorough and true.

Great interest was shown in the work, which is of a varied character—sewing, bead-stringing, cutting and matching, weaving, etc., as well as making models in clay. These exercises are varied by singing, in which most of the children enter heartily.

In addition to the kindergarten branch, the pupils were examined in the following literary subjects:—

Arithmetic.—Limits, Addition, 1 to 13; Subtraction, Multiplication to five times. In this class of nine boys and seven girls the marks assigned were from 10 per cent. to 100, with an average of 81 per cent.

Reading.—Some are just learning the letters and the teaching is individual. Class of eleven boys and eight girls. Marks, 40 per cent. to 95; average, 79.

Bible Geography and History.—A class of nine boys and seven girls. The pupils were examined on the names of the Books of the Bible and on Psalms I., XIX., XXIII., CIII, CXVII., and answered very well. The marks assigned averaged 90 per cent.

Spelling.—Limits, simple words of two syllables. Some pupils were so young that they were not beyond words of two letters. Average of marks, 91 per cent. in a class of eleven boys and seven girls.

Miss Haycock's Classes.

Spelling.—This class of fifteen girls passed an examination in words found in the first twenty-three pages of Gage's Speller, and the result was very satisfactory, the majority of the pupils gaining perfect marks, the average being 97 per cent.

Bible Geography and History.—The pupils, fifteen girls, passed a very creditable examination on Bible History from Genesis to the Division of the Kingdom, one obtaining full marks, the rest from 50 per cent. to 90, with an average of 77 per cent.

Miscellaneous.

In addition to the writing exercises of the classes previously mentioned, seventeen samples of typewriting were presented. One of these was free from mistakes of any kind, and some others were nearly perfect.

This concludes the report of the examination in literary branches, but there are other studies prosecuted by the pupils under the direction of the instructors previously mentioned, the results of which I was requested to examine. Subjoined is a brief report:—

Miss Haycock's pupils exhibited some very fine work in wool, linen and silk, the finish of which was excellent. From house-slippers to jackets, with table mats and other useful articles, the samples deserved the highest commendation.

Miss Lee has a class of six girls whom she instructs in Plain Housekeeping, Care of Kitchen, Theory of Proper Diet, and Practice in Cooking, which must prove of great practical value.

Classes are conducted by Miss Loveys in Sewing and Netting; by Miss Cronk in Bead-work, with Miss Hepburn—a pupil-teacher—as assistant, and Miss Burke in Knitting and Sewing, all of which will be of much benefit in after life to those so ably instructed.

In Physical Culture Mr. Roney has classes, some for boys and others for girls, all of which are attended by good results. Mr. Roney has proved himself a successful instructor in this department.

In conclusion, I beg to acknowledge the courtesy extended to me by Principal Gardiner and the Faculty, and to give expression to the great pleasure and profit I have derived in the discharge of my duties as examiner.

I have the honor to be,
Sir,
Your obedient servant,

S. F. Passmore.

Brantford, July 3rd, 1905.

Report on Musical Instruction.

Hon. R. A. Pyne, M.D.,
Minister of Education:

Sir,—I beg to submit my report on the musical instruction given at the Ontario Institution for the Blind, Brantford.

The examination was held on June 6 and 7, 1905, and, as in former years, was conducted under the following heads: Theory of Music (including Harmony, Counterpoint and Musical History), Piano, Organ and Vocal

Class. Specimens of the work in piano-tuning were also heard. As this was my fifth year to visit the O. I. B., the pupils, for the most part, were no strangers to me, nor I to them. We met as friends and the examination proceeded pleasantly. Fifty pupils are studying music, and each one (except three who could not be examined because of illness), was heard separately. All of the pupils study the piano, six the organ, and eleven musical theory. Ten of the pupils tried the piano examinations of the Toronto College of Music this year. These candidates were heard by me, as one of the examiners of the College, and the results are embodied in this report.

The course in Piano Playing at the O. I. B. is a well graded one. During the last few years many pupils have passed through and graduated with distinction. There are five grades, each subdivided into Classes A, B, and C.

In grade I. (the lowest) there are eight pupils in Class A, four in Class B, and six in Class C. The young beginners in Class A are being carefully taught; two of them are particularly bright and promise well, four others show fair talent, and the remaining two are slower. A good feature in connection with this class is that nearly all of these pupils have a good touch—a most important matter, which speaks well for the care the teachers take with pupils at this stage. Of the four pupils in Class B, two are fair and the others slower. In Class C are six pupils; one shows talent and is doing nicely, three are fair, and the other two, adults, show some musical feeling, but have no technique.

In the second grade there are seven pupils in Class A, one in Class B, and three in Class C. One of the pupils in Class A promises well, two are fair, and the remaining four slower. The single pupil in Class B does fair work; she has a quick ear. In Class C are three pupils; one shows decided talent and should become a good musician; another passed the first examination of the Toronto College of Music; the third was found to be weak and had a bad touch.

There are fifteen pupils in grade III.; five in Class A, seven in Class B, and three in Class C. Of the five pupils in Class A, four of them tried with success the first examination of the Toronto College of Music, one with first class honors, and the other three with second class honors; the other pupil in this class plays fairly well. In Class B are seven pupils; two passed the second examination of the College of Music, one with first class honors; another plays extremely well; three fairly well; the last was very weak with a hard touch. Of the three pupils in Class C, one passed the second year College of Music examination with second class honors; another does fair work; the third plays quite well.

In grade IV. are five pupils, two of whom were ill and could not be heard. Of the other three, one passed the third examination of the College of Music with first class honors; another passed the second examination with second class honors; the third does fair work.

Miss Mary Williams, who is the single pupil in the fifth or highest grade, has this year obtained the Artists' Diploma of the Toronto College of Music. She is an accomplished pianist, and a first-rate example to those students who are striving for graduation honors.

The six pupils in the organ class do only fair work. They seem to regard the organ as a mere second study and do not give this instrument the attention it deserves. The organ playing generally was weak.

Miss Moore's pupils in Musical Theory are divided into two classes, A (senior), and B (junior). Papers in Harmony, Counterpoint, and Musical History were set for the senior class, and in Harmony and History for the junior class. The pupils in Class A obtained an average of 75 per cent. of

the marks in Harmony and Counterpoint, and 89 per cent. in History; and the pupils in Class B obtained an average of 72 and 65 per cent. on the two subjects. Also, in the Toronto College of Music examinations for the year, one of the senior pupils passed the second examination in Theory, and one of the junior pupils the first examination. This is a very satisfactory showing. The percentages ranged from 41 to 92, and individual pupils did remarkably well.

The Choral Class, of some forty voices under Mr. Humphries' direction, sang Nevin's setting of Eugene Field's "Wynken, Blynken and Nod." The rendering was spirited and gave evidence of much painstaking care in its preparation. This class is, no doubt, of great help in the singing at the morning devotional exercise, when the hymns used are sung with life and spirit.

The class in Piano Tuning, which is now under Mr. Usher, maintains the high standard of previous years. The tunings examined were perfectly satisfactory.

A comparison of this year's examination of the Musical Instruction given at the O. I. B. with that of previous years shows that there is no deterioration in the character of the work done. Speaking generally, the results obtained compare favorably with those of other teaching institutions where the pupils have all their faculties; and Mr. E. A. Humphries and Misses Moore and Harrington deserve much credit for what they accomplish.

I have the honor to be,
Sir,
Your obedient servant,
W. E. Fairclough.

Toronto, August 12th, 1905.

ONTARIO INSTITUTION FOR THE BLIND.

STATISTICS FOR THE YEAR ENDING 30TH SEPTEMBER, 1905.

I. Attendance.

	Male.	Female.	Total.
Attendance for portion of year ending 30th September, 1872..	20	14	34
" for year ending 30th September, 1873.....	44	24	68
" " " 1874.....	66	46	112
" " " 1875.....	89	50	139
" " " 1876.....	84	64	148
" " " 1877.....	76	72	148
" " " 1878.....	91	84	175
" " " 1879.....	100	100	200
" " " 1880.....	105	93	198
" " " 1881.....	103	98	201
" " " 1882.....	94	73	167
" " " 1883.....	88	72	160
" " " 1884.....	71	69	140
" " " 1885.....	86	74	160
" " " 1886.....	93	71	164
" " " 1887.....	93	62	155
" " " 1888.....	94	62	156
" " " 1889.....	99	58	167
" " " 1890.....	95	69	164
" " " 1891.....	91	67	158
" " " 1892.....	85	70	155
" " " 1893.....	90	64	154
" " " 1894.....	84	66	150
" " " 1895.....	82	68	150
" " " 1896.....	72	69	141
" " " 1897.....	76	73	149
" " " 1898.....	74	73	147
" " " 1899.....	77	71	148
" " " 1900.....	77	67	144
" " " 1901.....	72	66	138
" " " 1902.....	68	70	138
" " " 1903.....	67	64	131
" " " 1904.....	68	66	134
" " " 1905.....	67	74	141

II. Age of pupils.

	No.		No.
Six years.....	2	Seventeen years.....	10
Seven "	2	Eighteen "	8
Eight "	5	Nineteen "	5
Nine "	7	Twenty "	7
Ten "	8	Twenty-one "	4
Eleven "	4	Twenty-two "	8
Twelve "	8	Twenty-three "	4
Thirteen "	9	Twenty-four "	3
Fourteen "	13	Twenty-five "	0
Fifteen "	10	Over twenty-five years.....	20
Sixteen "	4		
		Total.....	141

III.—Nationality of parents.

	No.		No.
American	2	German	7
Canadian	72	Scotch	16
English	24	Unknown	1
Irish	18	Total	141
Italian	1		

IV.—Denomination of parents.

	No.		No.
Congregational	2	Presbyterian	30
Baptist	8	Roman Catholic	25
Disciples	1	Salvationist	3
Episcopalian	38	Total	141
Methodist	33		
Evangelical Association	1		

V.—Occupation of parents.

	No.		No.
Agents	2	Laborers	31
Bricklayers	3	Lawyer	1
Blacksmiths	2	Manufacturer	1
Butcher	1	Machinists	3
Carpenters	6	Merchants	7
Clerk	1	Millwright	1
Civil engineer	1	Painters	2
Contractor	1	Printer	1
Cooper	1	Plumber	1
Cook	1	Policeman	1
Carriage-builder	1	Shipper	1
Conductor	1	Shoemakers	2
Cabinetmaker	1	Railway employees	4
Drover	1	Repairer	1
Electrician	1	Tanner	1
Farmers	38	Tailors	3
Firemen	2	Teacher	1
Foreman	1	Teamsters	3
Gardeners	2	Weaver	1
Government officers	2	Unknown	4
Gentleman	1		
Hostler	1	Total	141

VI.—Cities and counties from which pupils were received during the official year ending 30th September, 1905.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma	2	3	5	District of Nipissing	3	1	4
City of Belleville	....	....	....	County of Norfolk	2	3	5
County of Brant	....	....	....	" Northumberland	3	2	5
City of Brantford	1	1	2	" Ontario	....	1	1
County of Bruce	1	2	3	City of Ottawa	2	2	4
" Carleton	....	....	....	County of Oxford	3	4	7
" Dufferin	1	....	1	" Peel	1	....	1
" Dundas	....	....	....	" Perth	3	2	5
" Durham	1	....	1	" Peterborough	1	2	3
" Elgin	2	1	3	" Prince Edward	1	....	1
" Essex	2	4	6	" Prescott	1	....	1
" Frontenac	....	....	....	" Renfrew	....	3	3
" Glengarry	1	1	2	" Russell	1	....	1
" Grenville	....	1	1	City of St. Catharines	....	....	....
" Grey	1	2	3	" St. Thomas	....	....	....
City of Guelph	1	1	2	" Stratford	1	....	1
County of Haldimand	....	....	....	County of Simcoe	1	1	2
" Haliburton	....	....	....	" Stormont	....	....	....
" Halton	....	....	....	City of Toronto	10	15	25
City of Hamilton	....	3	3	County of Victoria	2	....	2
County of Hastings	....	1	1	" Waterloo	1	....	1
" Huron	3	1	4	" Welland	....	1	1
City of Kingston	1	....	1	" Wellington	1	....	1
County of Kent	3	2	5	" Wentworth	....	3	3
" Lambton	5	1	6	" York	1	1	2
" Leeds	1	....	1	*Quebec	1	....	1
" Lanark	....	2	2	*North-west Territory	3	....	3
" Lennox	....	....	....	Manitoba	....	....	....
" Lincoln	....	....	....	British Columbia	1	....	1
City of London	....	....	....	District of Parry Sound	1	....	1
County of Middlesex	....	4	4				
District of Muskoka	....	....	....	Total	67	73	141

* On Payments.

VII.—Cities and counties from which pupils were received from the opening of the Institution till 30th September, 1901.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma	5	4	9	County of Haldimand	4	5	9
City of Belleville	3	1	4	" Halton	6	3	9
County of Brant	7	7	14	City of Hamilton	13	19	32
City of Brantford	16	10	26	County of Hastings	5	5	10
County of Bruce	9	11	20	" Huron	12	10	22
" Carleton	2	1	3	City of Kingston	7	4	11
" Dufferin	2	1	3	County of Kent	10	6	16
" Dundas	3	3	6	" Lambton	18	5	23
" Durham	4	4	8	" Leeds	13	4	17
" Elgin	7	6	13	" Lanark	2	4	6
" Essex	11	20	31	" Lennox	4	1	5
" Frontenac	5	2	7	" Lincoln	3	3	6
" Glengarry	8	1	9	City of London	10	9	19
" Grenville	2	2	4	District of Nipissing	5	3	8
" Grey	9	12	21	County of Middlesex	9	12	21
City of Guelph	4	3	7	District of Muskoka	3	....	3

VII.—Cities and counties from which pupils were received from the opening of the Institution till 30th September, 1905.—*Continued.*

County or city.	Male.	Female.	Total.
County of Norfolk	10	9	19
" Northumberland	5	9	14
" Ontario	7	9	16
City of Ottawa	17	2	19
County of Oxford	7	11	18
" Peel	2	1	3
" Perth	5	9	14
" Peterborough	12	5	17
" Prince Edward	6	2	8
" Prescott	4	....	4
" Renfrew	8	6	14
" Russell	3	1	4
City of St. Catharines	2	1	3
" St. Thomas	3	2	5
" Stratford	3	1	4
County of Simcoe	11	10	21
County of Stormont	5	....	5
City of Toronto	57	41	98
County of Victoria	8	2	10
" Waterloo	10	4	14
" Welland	6	4	10
" Wellington	10	8	18
" Wentworth	8	9	17
" York	18	16	34
*Province of Quebec	4	1	5
*North-West Territory	1	4	5
*United States	1	....	1
*British Columbia	1	....	1
*Manitoba	1	....	1
District of Parry Sound	1	....	1
Total	459*	349	808

* On payment.

VIII.—Cities and counties from which pupils were received who were in residence on 30th September, 1905.

County or city.	Male.	Female.	Total.
District of Algoma	2	1	3
City of Belleville	....	....	....
County of Brant	1	....	1
City of Brantford	2	2	4
County of Bruce	1	2	3
" Carleton	....	....	....
" Dufferin	....	....	....
" Dundas	....	....	....
" Durham	1	....	1
" Elgin	2	....	2
" Essex	2	3	5
" Frontenac	....	....	....
" Glengarry	1	1	2
" Grenville	....	1	1
" Grey	....	1	1
City of Guelph	1	1	2
County of Haldimand	....	....	....
" Haliburton	....	....	....
" Halton	....	....	....
City of Hamilton	....	3	3
County of Hastings	....	....	....
" Huron	2	1	3
City of Kingston	1	....	1
County of Kent	2	2	4
" Lambton	5	1	6
" Leeds	1	....	1
" Lanark	....	....	....
" Lennox	....	....	....
" Lincoln	....	....	....
City of London	....	....	....
City of Woodstock	1	2	3
County of Middlesex	....	2	2
District of Muskoka	....	....	....
" Nipissing	2	2	4
County of Norfolk	....	4	4
" Northumberland	2	....	2
" Ontario	1	....	1
City of Ottawa	2	2	4
County of Oxford	....	1	1
" Peel	1	....	1
" Perth	1	....	1
" Peterborough	1	1	2
" Prince Edward	....	....	....
" Prescott	2	....	2
" Renfrew	....	....	....
" Russell	....	....	....
City of St. Catharines	....	....	....
" St. Thomas	....	....	....
" Stratford	1	2	3
County of Simcoe	2	....	2
" Stormont	....	....	....
City of Toronto	7	12	19
County of Victoria	1	....	1
" Waterloo	2	....	2
" Welland	....	1	1
" Wellington	....	....	....
" Wentworth	....	2	2
" York	1	1	2
British Columbia	....	....	....
Quebec	....	....	....
Manitoba	....	....	....
District of Parry Sound	1	....	1
" Rainy River	....	1	1
North-West Territories	....	3	3
Total	51	56	107

Ontario Institution for the Education of the Blind, Brantford, Ont., Canada. Maintenance Expenditures for the year ending 30th September, 1905; compared with preceding year.

Item.	Service.	30th September, 1904. Average attendance, 107.			30th September, 1905. Average attendance, 109.		
		Total Expenditure, 1904.	Yearly cost of average 107.	Weekly cost of average 107.	Total Expenditure, 1905.	Yearly cost of average 109.	Weekly cost of average 109.
		$ c.	$ c.	c.	c.	$ c.	c.
1	Medicines, Medical Comforts....	156 14	1 45	2.7	54 09	0 49	.9
2	Butcher's Meat, Fish and Fowls.	1,582 29	14 78	28 4	1,424 26	13 06	24.7
3	Flour, Bread and Biscuits	378 07	3 53	6.8	524 78	4 81	9.2
4	Butter and Lard	1,021 98	9 55	18.3	978 25	8 97	15.3
5	General Groceries.....	1,323 45	12 37	23.7	1,447 99	13 28	25.5
6	Fruit and Vegetables.....	157 44	1 47	2.8	120 79	1 17	2.1
7	Bedding, Clothing and Shoes....	410 69	3 84	7.3	416 61	3 82	7.3
8	Fuel—Wood, Coal and Gas	3,964 86	37 5	71.2	3,626 09	33 26	63.9
9	Light—Electric and Gas.....	760 07	7 10	13.6	752 48	6 81	12.7
10	Laundry Soap and Cleaning.....	301 57	2 82	5.3	232 37	2 13	4.5
11	Furniture and Furnishings	571 80	5 34	10.2	642 06	5 89	11.3
12	Farm and Garden — Feed and Fodder, &c.....	890 20	8 32	16.	636 49	5 83	11.2
13	Repairs and Alterations.....	992 06	9 27	17.8	852 01	7 88	15.1
14	Advertising, Printing, Stationery, &c	563 19	5 26	10.1	754 43	6 91	13.3
15	Books, Apparatus and Appliances	600 05	5 61	10.8	644 30	5 91	11.3
16	Miscellaneous, unenumerated....	873 17	8 16	15.7	804 75	7 37	14.1
17	Pupils' Sittings at Church.....	200 00	1 87	3.5	100 00	91	1.7
18	Rent of Hydrants	160 00	1 49	2.8	160 00	1 46	2.1
19	Water Supply	246 73	2 31	4.4	309 45	2 83	5.5
20	Salaries and Wages.....	17,820 16	166 55	320.2	17,674 72	162 15	311.8
		32,973 92	308 17	592.6	32,155 92	295 01	567.3

30th September, 1905.

Certified, W. N. HOSSIE, Bursar.

Institution for the Blind, Brantford.

Bowling Lawn, O. I. B., Brantford.

Maud Stabbach, A.T.C.M.,
Graduated at O.I.B., 1902.

Almeda Hart, A.T.C.M.,
Graduated at O.I.B., 1904.

Maud Young, A.T.C.M.,
Graduated at O.I.B., 1903.

Mary Williams, A.T.C.M.,
Graduated at O.I.B., 1905.

Geraniums, O.I.B ., Brantford.

Class in Bead Work, with Blind Teacher, O.I.B., Brantford.

Centre Walk, Spruce Avenue, O.I.B., Brantford

Teachers' and Officers' Room, O.I.B., Brantford.

Teachers and Pupils, O. I. B., Brantford, 1905.